THE EDUCATION QUARTERLY

A Quarterly Review published in March, June, September and December each year

Annual Subscription Rs. 8/8/0

Vol. V—1953

MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

INDEX

Pages 1 to 70 are in the March 1953 *number; 71 to 144, June* 1953; 145-232, *September* 1953; 233-309, *December* 1953.

Adventures in basic education by Bhagwan Dayal, 27.

Aggression in Children by Uday Shanker, 71.

American techniques of school evaluation by A. C. Sekhar, 7.

Art in Child education by J. Merrill & R. Solbert, 23.

AUSTRALIA

I. School broadcasting in Australia, 75.

II. The classroom visits the child, 79.

Bhagwan Dayal.

Adventures in basic education, 27.

Bhalla, S.

Private schools in U. S. A., 244.

Bibliography of Children's books in English, 125, 208, 289.

BOOK REVIEWS.

Achievement in education, The work of Michael. Earnest Sadler, 1885-1935 (L. G. Constable. London, 1952), 119.

Ancient Indian culture and civilization (K. C. Chakravarti. Bombay, Vora), 56.

Chalk in my hair (Balaam. London, Benn, 1953), 202.

Child rorschach responses (L. B. Ames & others. New York, Harper, 1952), 49.

College and community: A critical study of higher education (B. Brownell. New York, Harper, 1952), 201.

Common Indian herbs (N. A. Watts. Calcutta, Local Association, Bharat scouts & guides), 204.

Compulsory education in the Philppines (A. I. Juan & others. Paris, Unesco, 1951), 124.

Creative crafts in education (E. M. Robertson. London, Routledge & Kegan Paul, 1952), 281.

Creative education in the humanities (A. D. Graeffe. New York, Harper, 1951), 58.

Educting gifted children (G. H. Hildreth. New York, Harper, 1952), 51.

Education, culture and the social order (K. G. Saiyidain, Bombay, Asia Publishing House, 1952), 56.

Education in India 1948-49 (New Delhi, Ministry of Education), 125.

Education in technological society (Paris, Unesco), 124.

Education in the states of the Indian Union, 1949-50 (New Delhi, Ministry of Education), 125.

Education of backward children (M. E. High field. London, Harrap, 1951), 279.

English composition, Book III & IV (A.F. Scott. Cambridge University press, 1953), 122.

BOOK REVIEWS.

The English University and adult education (S. G. Raybould. London, Workers education association, 1951), 53.

A glimpse of New China (M. Mujeeb. Delhi, Maktaba Jamia, 1953), 58.

Going to the U. S. A. (G. S. Krishnayya & J. M. Kumarappa. Bombay, Tata Institute of Social Sciences), 54.

A guide to the pronunciation of English (R. A. Kriekenbeek. Bombay, Longmans, 1953), 279.

"Ham Kaisay Parhain" (How shall we teach?) (Salamatullah. Delhi, Maktaba Jamia), 123.

Health observation of school children (Wheatley & Hallock. New York, McGraw Hill), 48.

Henry Bowers, research in the training of teachers (Macmillan Co. of Canada, 1952), 120.

History of Koh-i-noor (No. B. Sen. New Delhi, New book society of India), 283.

The impact of science on society (Bertrand Russell. London, Allen & Unwin, 1952), 198.

Impact of science on society. Vol. IV No. 1 Spring 1953. (Paris, Unesco), 207.

Indian sculpture in bronze and stone, Vol. I. (New Delhi, Ministry of Education), 205.

Information bulletins Nos. 29 & 30 (Melbourne, Australia Council for educational research), 287.

Institutions for higher education in India (New Delhi, Ministry of Education, 1953), 125.

Japan ke balak and Chien aur Japan ke balak (Indra Nath Madan, Calcutta, Longmans), 283.

Literature for neo-literates (Delhi, Indian Adult Education Association, 1953), 203.

Phantasy in childhood (A. Davidson & J. Fay. London, Routledge & Kegan Paul, 1952), 55.

Planning for teaching (Richey. New York, McGraw Hill, 1952), 54.

'Praudh Aur—Samajik Shiksha ke naye prayog. (New experiments in the field of adult & social education) (Urmila Johari. New Delhi, Vidya Mandir, 1952), 204.

Public school for tomorrow. (M. Nesbitt. New York, Harper, 1953), 199.

The race concept (Paris Unesco, 1952), 206.

Report of the second national seminar on the organization of community centres (Delhi, Indian adult education Association, 1951), 123.

A short history of educational ideas (S. J. Curtis & M. E. A. Boltwood. London, University tutorial press, 1953), 199.

Book Reviews.

Social education literature for authors, artists, publishers, teachers, librarians and governments. (S. R. Ranganathan. Delhi, Indian Adult Education Association, 1952), 202.

A survey of rewards and punishments in schools (London, Newnes, 1952), 46.

'Talimi Khutbat!' (Educational addresses) (Zakir Husain. Delhi, Maktaba Jamia), 123.

The teacher of teachers (H. Rugg. New York, Harper), 280.

The teacher was black (H. E. O. James & Cora Tonen—London, Heinemann), 282.

Teaching for international understanding (C. F. Strong. London, H. M. S. O., 1952), 121.

The teaching of art (L. de-C-Bucker. London, Blackie), 203.

The teaching of local history in the Delhi schools (S. N. Saraf. Publication division, 1953), 125.

Though land be out of sight.... (P. Monk. London, National institute for the blind), 281.

Towards world understanding (Paris, Unesco), 205.

Towards world understanding.

1. In the classroom—with children under 13 years of age.
2. The influence of home and community.
3. A handbook of suggestions, on the teaching of Geography.
4. Round the world with a postage stamp. (Paris, Unesco), 284.

Understanding your son's adolescence (J. R. Gallagher. Boston, Brown, 1952), 52.

Union catalogue of medical periodicals in Indian libraries (New Delhi, Director-General of Health Services, 1950), 124.

Universities in adult education (Paris, Unesco, 1952), 58.

The use of vernacular languages in education (Paris, Unesco, 1953), 285.

Why this deterioration in the standard of our education today (L. P. Bhargava. Lucknow, Bhargava press), 58.

Women and education (Paris, Unesco), 286.

The year book of the national society for the study of education (Chicago, University press, 1953), 204.

Chacko, C. J.

The teaching of political science in India, 155.

CHAUDHURY, P. J.

The teaching of philosophy in Indian universities, 11.

The child's world by K. G. Saiyidain, 14.

Choksi, M.

A note on television in education, 180.

Dhawan, A. N.

Profile: David Hare, 83.

Education in New China by M. Mujeeb, 151.

Education in the Indus valley by H. Heras, 249.

Education today, 31, 108, 184, 274.

Educational planning in France by S. C. Roy, 21.

Erichson, Anna.

The making of a librarian, 179.

FUETER, E.

The Swiss Universities, their constitution and character, 81.

The future of education in India by Zakir Husain, 233.

HERAS, H.

Education in the Indus valley, 249.

Index to articles on education in Indian Educational Journals, 60, 135,223, 302.

JUMSAI, M.

Learning English in Thailand, 239.

Learning English in Thailand by M. Jumsai, 239.

The making of a librarian by Anna Erichson, 179.

MASANI, K. R.

Mental hygiene in the field of secondary education, 268.

Mental hygiene in the field of secondary education by K. R. Masani, 268.

Merrill, J. & Solbert, R.

Art in child education, 23.

Mosavi, H. H.

Profile: Syed Ahmed Khan, 19.

MUJEEB, M.

Education in New China, 151.

A Note for Indian students on scholarships for study abroad, 103.

A note on television in education by M. Choksi, 180.

A note on the beginning of English education in India by B. A. Saletore, 145.

PIRES, E. A.

The training of rural teachers: some observations, 1.

Private schools in U. S. A. by S. Bhalla, 244.

Profile: David Hare by A. N. Dhawan, 83.

Profile: Syed Ahmed Khan by H. H. Mosavi, 19.

A round-up of important recent activities of the Ministry of Education 36, 162, 252.

Roy, S. C.

Educational planning in France, 21.

Saiyidain, K. G.

The child's world, 14.

Saletore, B.A.

A note on the beginning of English education in India, 145.

SEKHAR, A. C.

American techniques of school evaluation, 7.

The Swiss Universities, their constitution and character by E. Fueter, 81.

Talk to teachers, 42, 194.

The teaching of philosophy in Indian Universities by P. J. Chaudhury, 11.

The teaching of political science in India by C. J. Chacko, 155.

The training of rural teachers: some observations by E. A. Pires, 1.

Uday Shanker.

Aggression in children 71.

Wanted: Good books for children by M. Wasi, 95.

Wasi, M.

Wanted: Good books for children, 95.

Zakir Husain.

The future of education in India, 233.

IMPORTANT PUBLICATIONS—CENTRAL BUREAU OF EDUCATION

1. Proceedings of the Meetings of the Central Advisory Board of Education in India, 1951 to 1952 (Price 12 As. to Rs. 5/4/-).

2. Report of the Central Advisory Board of Education on Post-War Educational Development in India—Reprinted 1945 & 1947 (Price 12 As.).

3. Reports of the Committees appointed by the Central Advisory Board of Education in India, 1938—43 (Price Rs. 1/4/-) and 1943—46 (Price Rs. 2/6/-).

4. Report of the Committee on the Ways & Means of Financing Educational Development in India, 1950 (Price Rs. 3/4/-).

5. Directory of Educational, Scientific, Literary and Cultural Organizations in India, 1946 (Price Rs. 4/10/-).

6. Humanistic Institutions and Societies in India, 1950 (Price Re. 1/-).

7. Scientific Institutions and Societies in India, 1951 (Price Rs. 2/2/-).

8. Archaeology in India, 1950 (Price Rs. 6/12/-).

9. Basic and Social Education, 1948 (Price 4 As.).

10. Syllabus for Basic Schools, 1950 (Price Rs. 2/12/-).

11. Facilities for Technical Education in India 1948, Part I (Price Re. 1/-), Parts II, III and IV—(For official use only).

12. Facilities for Advanced Studies Abroad ; (a) Architecture, 1947 ; (b) Electrical Engineering, 1950 ; (c) General Information about the U. S. A., 1949 ; (d) Pharmacy, 1949 ; (e) Public Health, 1949 ; (f) Social & Welfare Works, 1950 ; (g) Teachers' Training, 1949 ; (h) Veterinary Science, 1950 (Price 7 As. to Rs. 3/8/-).

13. A Review of Education in India during 1948-49, 1949-50, 1950-51, 1951-52 and 1952-53 presented to the International Conference on Public Education in the corresponding years. (For official use only).

14. Report on the Indian Education in East Africa and proposal to found Gandhi Memorial College there, 1950, by Prof. H. Kabir and Prof. N. K. Sidhanta (Price 8 As.).

15. A Memorandum on Education in Assam, 1949-50, by Prof. H. Kabir. (For official use only).

16. A Memorandum on Education in Bombay & Madras, 1949-50, by Prof. H. Kabir. (For official use only).

17. General Education Tables for British India, 1943-44 to 1945-46 (Price Rs. 2/4/- to Rs. 3/6/-).

18. Educational Statistics, British India, 1942-45, 1945-46, 1946-47 and 1947-48 (Price Rs. 2/12/- to Rs. 4/4/-).

19. Educational Statistics, Indian States, 1945-46, Part I, and 1946-47, Part I (Price. Rs. 4 and Rs. 2/14/- respectively).

20. Education in Centrally Administered Institutions in India, 1946-47, 1947-48, 1948-49 and 1949-50 (Price Rs. 1/14/- to Rs. 5/4/-).

21. Education in Universities in India, 1947-48 and 1948-49 (Price Rs. 4/8/- and Rs. 7/8/- respectively).

22. Expenditure on Education in States in India, 1947-48 (Price Rs. 2/8/-).

23. Central Expenditure on Education in India, 1948-49 to 1950-51 (Price Rs. 2/8/-).

24. Education in India, 1948-49, A graphic presentation (Price Rs. 7/8/-).

25. Education of Girls and Women in India (Non-priced).

26. Report of Activities of the Ministry of Education during 1949-50, 1950-51 and 1951- (For official use only).

27. A Memorandum on Education in Rajasthan (1950-51) by Prof H. Kabir. (For official use only).

28. The Central Bureau of Education (Price As. -/14/-).

29. " Teachers' Handbook of Social Education " (Second edition—revised and enlarged). (Price Re. 1/-).

30. Writing Books for Adults—Literature for Neo-Literates (Price As. -/9/-).

31. Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes (Price As. -/6/-).

32. Directory of Universities and Other Institutions of Higher Learning in India—1951-52. Price Rs. 2/6/-).

33. The Single Teacher School—by J. P. Naik (Price Rs. 1/8/-).
34. Annual Report—1952-53 and Programme of Activities for 1953-54 (Non-priced).
35. Libraries in India (Price Rs. 8/12/-).
36. Education in India, 1948-49 (Price Rs. 11/4/-).
37. Education in the States of the Indian Union, 1949-50 (Price Rs. 4/14/-).
38. Institutions for Higher Education in India, 1953 (Price Rs. 1/6/-).
39. Gandhian Outlook and Techniques (Price : Hand-made paper edition Rs. 6/12/-, Ordinary edition Rs. 3/12/-).
40. Higher Education in India (Price Rs. 1/6/-).
41. The Training of Educational Administrators—by J. P. Naik (Price Rs. 2/6/-)
42. Provisional Lists of Technical Terms in Hindi for Secondary Schools (Non-priced).
43. Report of the Secondary Education Commission (Price Rs. 2/-).
44. Vidya Bhawan Open-Air Session—by K. N. Srivastava (Price Rs. 2/-).
45. Research and Experiment in Rural Education—by J. P. Naik (Price Re. 1/-).
46. Experiments in Child Education (Price As. -/10/-).
47. Unesco Projects in India (Price Rs. 1/8/-).
48. A New Deal for Secondary Education (Price : As. -/6/- or 7d).
49. Deepavali (Price As. -/8/-).
50. Proceedings of the first Meeting of the National Board for Audio-Visual Education in India (Price As. -/9/- or 10d).
51. Handbook for Indian Students, Part I (Price 2sh. 6d. or Rs. 2/10/-).
52. Progress of Education in India, 1947-52—A Quinquennial Review (Price Rs. 2/10/-).
53. Presidential Address at the Thirtieth Session of the Indian Historical Records Commission by Humayun Kabir (Non-priced).
54. Better Teacher Education—by K. L. Shrimali (Price As. -/5/- or 6d).
55. All-India Report of Social Education, 1947-51 (Price Rs. 2/10/-).

For Copies Apply: Assistant Educational Adviser (Publications), Ministry of Education, Govt. of India, Room No. 31, Theatre Communication Building, Connaught Circus, New Delhi or Manager of Publications, Government of India, Civil Lines, Delhi.

FORTHCOMING PUBLICATIONS

1. Child Art—A Pictorial Publication.
2. Experiments in Teacher Training—by Menon and Kaul.
3. Content of History in Indian Schools—by K. P. Chaudhury.
4. Proceedings of the Fifth Meeting of the All-India Council for Technical Education.
5. Report on Delinquent Children and Juvenile Offenders in India, 1950.
6. Education in Universities in India, 1949-50.
7. Education in Universities in India, 1950-51.
8. Education in the States of the Indian Union, 1950-51.
9. Education in India, 1949-50.

PRINTED IN INDIA BY THE MANAGER GOVT. OF INDIA PRESS, NEW DELHI
AND PUBLISHED BY THE MANAGER OF PUBLICATIONS, DELHI, 1953

THE
HINDU FAMILY ANNUITY FUND LIMITED.
HINDU FAMILY BUILDINGS
P. 13, Mission Row Extn. Cal-1.
ESTD. BY PDT. ISWAR CH. VIDYASAGAR.
RESULT OF THE LATEST VALUATION
as at 31st Dec. 1952
PER THOUSAND PER YEAR
WHOLE LIFE ....Rs. 15/-
ENDOWMENT ....Rs. 12/-
(Under old rates of premium Rs.8/-per thousand per year has been recommended for Endowment Assurance Policies)
WANTED RESPECTABLE AGENTS

A first class mutual life office of Bengalee Hindus of good old age, reputation and ample Founds.

K. BHAIYA, M. Sc.
A. I. A. (Lond),
Secretary.

P—290/7/53—T. 4/53

MYSORE LAMPS
Give BRIGHT LIGHT for a LONGER PERIOD
Over 12,00,000 lamps sold every year.

Available with all Electrical Dealers

THE MYSORE LAMP WORKS LIMITED
(Established in 1936)
Malleswaram *Bangalore 3*
Telephone No. **2026** Telegram : "**MYSORE**"

P./290/10/53—T. 4/53

ADVERTISE IN
THE
EDUCATION QUARTERLY

Apply for particulars to :—

IN INDIA—

THE ADVERTISEMEMT AGENT FOR GOVERNMENT OF INDIA PUBLICATIONS
P. O. BOX NO. 95, NEW DELHI

In Europe and U.S A.—HIGH COMMISSION OF INDIA,
India House, Aldwych, LONDON, W. C. 2

THE EDUCATION QUARTERLY is published in March, June, September and December.

It provides authoritative information on educational and cultural programmes, activities and experiments in India and abroad. Its material is presented objectively and is free from bias.

Contributions intended for the QUARTERLY should be sent to the Editor, the Education Quarterly, Ministry of Education, New Delhi-1. A stamped addressed envelope should be enclosed for return of Mss in case of rejection.

The annual subscription to the Journal is :

	Rs.	a.	p.
India	7	0	0
Burma, Ceylon and Pakistan	7	0	0
Other foreign countries	7	12	0

The sale-price per copy is 1-12-0.

Subscriptions and enquiries regarding supply of copies should be sent to the Assistant Educational Adviser (Publications), Room No. 44, M-Block, Secretariat, New Delhi or to the Manager of Publications, Government of India, Civil Lines, Delhi.

Articles published in 'The Education Quarterly' are exclusive to this publication, Authors wishing to re-publish their work elsewhere must obtain the prior permission of the Ministry of Education.

With effect from June 1953 the price per copy of the "*Quarterly*" will be Rs. 2-2-0. Annual Subscription will be Rs. 8-8-0 or 14 sh.

CONTENTS

Vol. V **No. 1**

		Page
The Training of Rural Teachers : Some Observations ..	Edward A. Pires	1
American Techniques of School Evaluation	A.C. Sekhar	7
The Teaching of Philosophy in Indian Universities ..	P.J. Chaudhury	11
The Child's World	K.G. Saiyidain	14
Profile .. .. Syed Ahmed Khan ..	H.H. Mosavi	19
Educational Planning in France	S.C. Roy	21
Art in Child Education	Jean Merrill and Ronni Solbert	23
Adventures in Basic Education	Bhagwan Dayal	27
Education Today		31
Talk to Teachers	K.G.S.	42
Book Reviews		45
Index to Articles		60
Contributors		69

The Training of Rural Teachers:

Some Observations

RECENTLY I was asked by Unesco to prepare a factual report on rural teacher training in India. This gave me an opportunity to make an intensive study of the problem of rural teacher training in India, and the observations I have to make in this paper are the result of this study.

Creator of His People

Potentially, the rural teacher is the true creator of his people; and there can be no educational work of greater import for the welfare and development of this nation than the preparation of teachers for the rural areas of this vast country. Ours is a land of villages; but the standard of living in our villages is so poor that the rural teacher cannot be content with merely teaching his pupils at the school. His influence has to extend beyond his school. He must be a torch-bearer to the entire population of his village. If we examine the Indian rural scene today we find that it reveals widespread lack of co-operative effort, unscientific agricultural practice, poor living conditions, a depressed economic state and a low cultural level. All these the rural teacher must help to liquidate. But to be able to play this big role effectively he needs an adequate training for the many aspects of his work; and this is the task of our normal schools and training colleges. For much too long have our rural schools remained in a primitive condition.

Fortunately, today, there is apparent a certain awakening among our rural people, and with it has come a curiosity about, and an interest in the real functions of the rural school and of the rural teacher. And our educationists, specially those with a faith in the future of basic education, have begun to think of the possibilities of education for rural living and the possibilities of selecting and training teachers whose influence may extend beyond the doors of the rural school.

Selection

The problem of selection of candidates for rural teacher training does not appear to have received adequate attention in this country. Academic attainment is, perhaps, the only criterion used in most cases when teachers are selected for training; whereas any programme of selection worthy of the name should give evidence of an appreciation of the work for which selection is being made. It should seek to assess the qualities required for success in the field. It should not only endeavour to exclude those who do not possess these qualities, but it should also seek to attract those who do have them in abundant measure. The latter aspect of selection has been almost totally neglected in this country. We have failed to realize the fact that the selection of teachers means the securing of a larger group of more suitable students from the schools; that this is a matter of competent and continued observation and guidance throughout the school years; that such guidance may very well be

helped by the formation in the schools of "teacher clubs" in which students can become acquainted with the advantages and disadvantages of teaching and with the required technical and personal qualifications.

The time has, indeed, come when the use of suitable and judicious propaganda in attracting the best students to the profession is both warranted and desirable, and when some form of vocational guidance emphasizing the challenge of rural teaching and encouraging experiences and accomplishments, likely to be of value to rural teachers, is provided in our schools. Unfortunately, many school principals regard teaching, and specially rural school teaching, as beneath the dignity of their best students, and so, little or no encouragement is offered to such students to attend the normal school. If there were a better appreciation by our school principals of the potentialities for national reconstruction of rural teaching, they would have had a substantially different attitude to this work.

Basic Qualifications

The selection of teachers for rural schools is not, as I have already said, a matter which can be based solely or even largely on scholastic success. There are other basic qualifications or criteria which need to be kept in mind. John Dewey has said that education, to be effective, "must constantly take into account the conditions of the local community, physical, historical, economic, occupational, in order to use them as educational resources"[1]. In the selection of teachers, therefore, and specially in the selection of rural teachers, this point needs to be borne in mind. The rural teacher must possess a genuine and deeply rooted interest in the rural community. He must have a clear understanding of the rural community as it is, and a vision of the community as it may be. He must have acquired a courage and steadfastness equal to the demands of leadership in a rural community. Above all, he must possess an understanding of, and a faith in, rural people and rural living based on wide knowledge and genuine culture.

It is clear that, in this view, the work of the rural teacher cannot be conceived of merely in terms of instruction in the prescribed courses of study; and, therefore, there is little use in training those who do not possess the qualities required for the wider work of rural teaching—qualities of effective leadership in classroom, school and community. Our rural schools need teachers who can sink roots deep into the life of the rural community and who can win the confidence of the men and women of the community; and students drawn from urban areas and from urban schools providing an "un-rural" education are not likely to succeed as rural teachers because they are not generally likely to posses these qualities. In an adequate programme of selection of candidates for training, however, these qualities will have to be kept in the forefront, and carefully assessed. Only a deliberate selection on the basis of the candidates' ultimate ability to serve the rural community can be expected to provide the right type of teachers for rural schools. Such a selection, if it is to be adequate, will require a careful study by the training school or college staff, assisted by experts, of the candidates' background, ability, personality, character, accomplishments, and physical condition as revealed by

1 John Dewey, *Experience and Education*, p 36, The Macmillan Company, New York, 1948

reports, questionnaires, personal interviews and tests.

Bihar Training Schools

The basic training schools of Bihar have evolved a procedure of selection which is a beginning in the right direction, although it needs to be improved and elaborated. They require the candidates applying for admission to their courses to attend a three-day camp at which they will live "a co-operative community life, managing their own kitchen and general health arrangements, and providing, side by side, for a social, recreative and cultural programme"[2]. During this period they are required to take tests in spinning and in the principles of basic education. To prove their real aptitude for work in basic education, they have to produce documents and records testifying to their interest and skill in vegetable gardening and in any one craft. If a similar procedure were to be adopted in our non-basic training institutions on an experimental basis, the day would not be far distant when we would have evolved a satisfactory method of selection of candidates for preparation as rural teachers.

Objectives of Teacher Training

To come now to the actual preparation of rural teachers, it can be generally said that, except in the basic training schools, the objectives of rural teacher training have not always been broadly conceived or effectively executed. "In a rural democracy, education must lead to the enrichment of individual living; it must not merely preserve the culture of the past, nor even merely reflect the life of the present. It must inspire people to improve this life. It must develop not only efficient minds, but also character equal to the demands of leadership in a democracy. It must help rural people to secure for themselves the high standards of living which scientific and cultural progress have made possible"[3]. Such an education for our rural children can only be given by teachers who are adequately prepared. Changes in administration, changes in courses of study, improvements in school equipment are all highly useful; but they tend to be idle gestures if the teachers themselves are not efficient. And it is the task of normal schools and colleges to prepare efficient teachers for rural leadership. Let us see what this implies.

Dignity of Farming

In the first place, every teacher that comes out of a rural training institution should be able, when he begins to teach in a rural school, to make his pupils more aware of the dignity of farming, of rural life and the soil. He should be able to encourage children to look upon farming as a vital and important occupation and not just a job run by the poor class. It is the function of the training school to awaken its students to a comprehension of farm life as it is and as it should be, to make them realise that farming is a way of life in which the whole family, nay the entire village community, is involved, and that in farming making a living, and living a life are so closely bound up as to be a single process.

This function the training school can perform only if agriculture is given its rightful place in its curriculum. This has been done in the basic training schools in most parts of the country;

---

2 Prospectus for 1952-53 of the Sarvodaya Mahavidyalaya, Nrisingnagar, P.O. Turki, Bihar.

3 R.O. Staples, The Rural Teacher, p.1, The Ryerson Press, Toronto, 1947.

in the non-basic training schools, however, it is more the exception than the rule. Rural education and preparation for rural teaching can be improved only by a close relation to agriculture. Practical farm education should form an essential part of the curriculum of the rural school as well as of the rural training school.

Improvement of Rural Society

Secondly, the training school needs to emphasize the rural schools' responsibility for the improvement of rural society. Student-teachers in a rural training school must have opportunities for wide experience in community organizations, in music and drama, in arts and crafts, and in other recreative and social programmes. Even before their entry into the training school, they should, if possible, be encouraged at school during the several years preceding their professional training, to participate in such activities and to develop such interests. The prospective rural teacher must be prepared and made competent to educate not only his pupils in school but also the adult rural population for enriched rural living. Too many rural teachers today are busily engaged in teaching model lessons in language or arithmetic or geography in a sort of vacuum circumscribed by the walls of the school, from which they are unprepared to emerge into the wider village community that provides such excellent opportunities for pioneering in useful service for them and for their pupils.

Often, the fault is not theirs, for the school curriculum is exacting and unprogressive and the educational administration is unimaginative and cramping; and the training school has failed to make them see the school as a vital, active part of the developing life of the community. In the more progressive basic training schools, teachers are being trained to be effective community leaders. If this is possible in these institutions, there is no reason why it should not be possible in all the rest. All rural teachers can, and should be prepared to give active leadership to worthwhile undertakings in the community. We need training schools which will develop teachers who will work with the people they are attempting to educate, who will have power *with* them, and not *over* them, and who will make an effective contribution towards transforming rural life into something rich and satisfying.

Understanding of Rural Ways

Preparation for such rural leadership implies an understanding of rural ways and rural problems. It is, therefore, wise and expedient to include in the programme of the professional preparation of rural teachers, opportunities for understanding the economic, social and cultural influences which give the rural community its characteristic qualities. Basic training in rural economics, rural co-operation, rural sociology and the organization of community activities will, therefore, form an important part of the programme. But such training should be practical and not merely theoretical. It should be given in, and through the study of actual problems existing in the community, and, what is more important, in the actual efforts of the training school to meet the educational, recreational and social needs of the people as they develop. In such a programme, the community would really serve the student teachers as a laboratory for the study of rural living. Care needs to be taken, however, to see that such training is made as individual and personal as possible, providing

each student with a programme that is at once suited to his abilities and interests and designed to develop a well-rounded rural community leader.

Live Community Centre

A programme for training teachers in rural leadership will be successful to the extent to which the training school itself functions as a live community centre. The staff of the training school should themselves have established close contacts with the community and developed programmes of useful service to the community. They should themselves be community leaders who feel that they are an intimate and immediate part of a big educational programme, and through whose influence the people are drawn to the training school as to a centre of enlightenment, guidance and help. Many training schools tend to labour under a blight of smug aloofness or, sometimes, of forced isolation; with the sad result that their staffs and their students fail to acquire the understanding, vision and skill required to arouse the interest and co-operation of rural people in their educational programme. The organization of a training school as a community centre provides the teachers not only with the necessary understanding of the rural people and their problems, but also with opportunities for beneficent service. Indirectly, it promotes the improvement of the training school through the improvement of the community in which the school functions. It is encouraging to find that basic training institutions in several parts of the country have grasped the significance of community service and are functioning as active community centres, radiating light and bringing succour to the poor villagers. Witness the aims of the Sarvodaya Mahavidyalaya at Nrisingnagar in Bihar as stated in the prospectus of that institution for the year 1952-53: "The institution also aims at raising and elevating the standard of life, economic, intellectual, aesthetic, social and cultural, of the surrounding villages through the example set by the teaching faculties and the alumni working at the level of, and along with the village people. The alumni of the Mahavidyalaya are led on to a critical understanding of the community in which they find themselves and to a sense of the duties they owe to it, and thus they are trained to assume responsibility for the activities of their community life so that they are imbued, as future citizens, in the principles and practice of true democracy". Having visited this institution, I know that these aims are being actively sought to be realized. If the programmes of all our institutions for the preparation of rural teachers were conceived on the lines of this one, we could hope that in less than a decade our rural communities would take on, and develop such qualities of co-operation, improved methods of farming, wide interests, civic responsibility, culture and good living that would give vitality and power to our new and young democracy.

In-Service Guidance

There is one other aspect of rural teacher training that I should like to refer to in this brief article. It is the aspect of in-service guidance. At the moment, there is little provision for such guidance for rural teachers. There is little evidence of a desire on the part of our training schools and colleges for a closer contact with the work of their graduates. If such a desire could be generated, it should be possible for our institutions of teacher preparation to function as centres of educational activity and inspiration for their areas. It should be possible for them to build up

consultative and field services, to develop facilities for continued study, to provide library facilities for rural teachers, and to organize a useful placement service for them. There is a wealth of rural experience available to them through consultation with rural school boards and other rural agencies, as well as with their own experienced alumni. If only this experience could be mobilised and made available to newly trained teachers in the form of in-service guidance, it would result in an appreciable in-service growth of our rural teachers, helping them to develop a broad view of their work and to promote that work both in their own communities and outside.

A good in-service programme, however, must be at once personal and community-centred. It presupposes, on the one hand, a continued vital relationship between the training institution and individual teachers, and on the other, a co-ordination of the efforts of all teachers, inspectors, institutions and agencies in the whole area towards an organized group attack on challenging community problems and projects. It means that rural teachers, accustomed to use the consultative and field services of the training school, and eager to apply available devices for self-evaluation, will obtain guidance and assistance in the more personal needs of their cultural and professional development. It means also that teachers and other persons promoting rural educational and cultural activities, working in close co-operation, are enabled to get acquainted with the social and economic problems of the community in which they work and to find ways and means for solving these problems and ensuring an enriched community living. The general result of such a form of in-service guidance would be that the rural teacher becomes a part of the rural community and an eager, growing participant in the comprehensive programme designed to meet its needs.

Edward A. Pires

AMERICAN TECHNIQUES OF SCHOOL EVALUATION

IF the concept of democratic education has undergone radical changes in the United States since the turn of the century, the method of evaluating the outcome of that education has undergone even bigger changes during the past decade. The school inspector in America is no longer the supreme authority; the merits and defects of a school are decided by a committee of working teachers and school administrators who go into every detail connected with the running of a school and make recommendations for the improvement of the school in all its aspects. With a grasp of the needs, the problems and the possibilities of a good school in the community that it serves, the Visiting Committee, who have a first-hand knowledge of school problems elsewhere and the professional's interest in improving education, make sound recommendations.

The success of the American School evaluation system has been due to two factors: (i) the schools carry out a self-evaluation before the arrival of the Visiting Committee—an operation that provides them with a wonderful opportunity of understanding themselves in an objective manner, (ii) the schools are really anxious to carry out the recommendations of the Evaluation Committee.

I had the good fortune to be associated with Evaluation Committees in the state of Pennsylvania while I was a lecturer in the University of Pennsylvania between the years 1948-50. Through the good offices of the School of Education of the University I was invited to serve on three Secondary School Evaluation Committees. Here are some of my experiences with them.

Association of Schools and Colleges

Practically all public schools and colleges in America belong to an Association of Schools and Colleges. For the sake of administrative convenience the 48 states of the country have been divided into six groups with an Association for each. A school applies for evaluation to the Secretary of its Association when he nominates an Evaluation Committee in consultation with the Chairman of the Association. After the nominations have been accepted by the members concerned, they get a letter from the Chairman of the Evaluation Committee in which he gives them general instructions regarding preparation for the evaluation and asks them to assemble in the school to be evalued on the evening of the day before the one on which the evaluation is due to start. (If this is not possible the Committee meets about two hours before the start of the school on evaluation day.)

This is intended to acquaint the Committee with the school and its philosophy, and it is held, if an evening meeting, after a sumptuous dinner served by the school. The Committee Chairman calls in the Superintendent and the Principal of the school, and they make a statement of the philosophy, that is, the broad aims and ideals

of the school. The Committee members may ask them questions seeking clarification of the points they make, after which the Superintendent and the Principal withdraw. The Committee then hold a preliminary discussion about the philosophy, finalise the arrangements for the evaluation work from the next morning, and conclude their work for the day. The school makes all arrangements for the board and lodging of the members during the evaluation period and pays them a travelling allowance.

Evaluative Criteria

The Evaluative Criteria prepared by the Commission on Secondary Schools lays down in great detail the procedure for school evaluation and the principles which ought to guide the evaluators in their work. The guiding principles for the philosophy of a school as given in the Evaluative Criteria are as follows: "It is essential for each secondary school to have a carefully formulated educational philosophy. The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy. Each school should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with, and be made fundamental to the educational programme of each school. This philosophy should be made specific in a statement of objectives. Without such a statement of objectives growing out of a sane educational philosophy, a school leads an aimless life".

Evaluation Committees

Each school is asked to present to the Evaluation Committee: (a) statement as to its philosophy of secondary education in general, and (b) a statement of the more specific objectives of the individual school. The Committee checks and validates the statements of philosophy and objectives against the needs of the pupil population and the community which the school serves; it may also revise or modify the statements of philosophy and objectives, if necessary, in consultation with the school authorities.

These preliminaries over, the Visiting Committee breaks up into area committees that set themselves the task of determining to what extent the school puts its professions into practice and in what way the pupils may need a modified or different school programme. There will be an area committee for each one of the following areas:

(1) Curriculum and Courses of Study; (2) Pupil Activity Programme; (3) Library Service; (4) Guidance Service; (5) Instructions; (6) Outcomes of the Educational Programme; (7) School Staff; (8) School Plant; (9) School Administration. The members of the Committee visit classes, observe students and teachers outside classes and on the playground, look over the school plant and equipments, converse with teachers and pupils in order to know their problems and the nature of their relationship with the administration, examine the work of the pupils and the teachers and examine school records during the school's working hours. As they do so, they make notes on the little notebooks supplied to them. As soon as an area committee think that they have observed enough to form a fair idea of the aspect of the school with which they are concerned, they meet in the Committee's office, compare notes and record their evaluation on the prescribed form. The following is a sample of this evaluation form dealing with the results of the school's work.

Leading Principles of Evaluation

"Since most of the outcomes of education are not easily susceptible of direct measurement, other means must be relied upon for evaluating such outcomes. Observation and study of pupils and of such factors and evidences as the following should be helpful: examinations and examination papers; note books; study habits; conversation with and among pupils; use of leisure; behaviour in undirected activities; conduct in halls and on playing fields and areas; activities during out-of-school hours; school records; teacher opinion; pupil opinion as revealed in conference or by means of questionnaires; parent opinion similarly revealed; carefully kept records of individuals; and other means that teachers find useful. Wherever possible evaluation should be in terms of progress over a period of time, rather than status at a particular time".

A. English—(1) Literature:

Checklist

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understanding, abilities, tastes, and appreciation in such respects as the following:

(1) reading and interpreting a variety of literary products;

(2) evaluating the quality of literary products;

(3) understanding the relation to their lives of current social problems as revealed in literature;

(4) enjoying and developing a taste for good literature;

(5) judging intelligently the current products of the radio, screen, platform, and press and developing a taste for better products of these types;

(6) reading contemporary and classical authors with increasing appreciation;

(7) understanding characteristic literary and social trends and movements;

(8) reading rapidly and effectively;

(9)

(10)

Evaluations

(x) How extensively do pupils read literature voluntarily?

(y) How well do pupils seem to understand literature and how it is related to life situations?

(z) How great is their scope of enjoyment of literature—types of literature, number and variety of writers?

Comments

These forms will have been completed by the school staff and administration before the arrival of the Visiting Committee. Items 9 and 10 in the Checklist are left blank in order that the teachers may add any heading if they so wish. Circular brackets are placed on the left-hand side of these questions and the teacher concerned gives his opinion by ticking in these brackets the items which apply to his class. In answer to the questions under the heading of evaluation, he records his evaluations by placing in the circular brackets numbers varying from 5 to 1, 5 indicating very superior, 4 indicating superior, 3 indicating average, 2 poor and 1 very poor. In the light of their observations the Evaluating Committee adjudge the fairness of the teacher's evaluations. They are free to change the evaluations according to their wish. Both the teacher and the Committee may put

down any comments they have on the form.

The area committee reports are submitted according to the plan of work prepared by the Chairman. At the end of the day's work the members return tc the Committee's office and hear the sub-committee reports scheduled for the day. Whenever there are doubts or disagreements over some conclusion of a sub-committee, a discussion will ensue and the sub-committee's evaluation may be changed according to the opinion of the majority of the entire Visiting Committee. After a short break for dinner the Committee meet again and work until ten or eleven at night.

By noon on the third day after the Committee begin their labours all area reports come in, and the Chairman prepares a preliminary draft of the consolidated report. Then at a joint meeting of the school staff, the Evaluation Committee (and sometimes the School Board, too) he gives a brief oral report in which he refers to some of the salient points in the Committee's findings. This concludes the work of the Committee.

Chairman's Report

The Chairman prepares a comprehensive report within the next three or four weeks and submits it to the Secretary of the Association of Secondary Schools and Colleges. In the Secretary's office the report undergoes a thorough analysis and the Secretary sends a report to the school which he prepares out of the materials presented in the Evaluation Committee's report. One interesting feature of the Secretary's report, apart from the recommendations it makes for the improvement of the school, is the visual representation of the results, especially the "thermometers" it contains. These "thermometers" indicate at a glance what level a good school should attain in the various areas of evaluation and what level this particular school occupies by comparison.

The school administration submits the report, in its turn, to the School Board. The school usually makes a genuine attempt to improve itself in the light of these recommendations. Evaluation is made at the request of the school concerned. The normal practice is to evaluate a school once every two years. If the institution is found, as a result of the evaluation, to have the minimum standard which the Association expects of American Schools and Colleges it is accredited. Though the history of evaluation of the type discussed here hardly goes back to the nineteen-thirties, it has grown very popular. To be accredited to the Association of Schools and Colleges is considered an indication that the school offers its students the minimum facilities in accordance with the American concept of a good education.

A. C. Sekhar

THE TEACHING OF PHILOSOPHY IN INDIAN UNIVERSITIES

IT is a depressing but growing experience of university teachers that generally the least intellectually alert students take up Philosophy for their post-graduate work. Most students take the sciences; of the rest who take up the arts, the majority chooses economics or politics. Those with an imaginative bent of mind fill up the literature and history classes. Those others with a lazy and confused mind, with a not too healthy weakness for airy speculation and verbalism, frequently enter the philosophy classes.

This is a dismal fact. If there is one subject that demands acuteness and imaginative vigour, it is philosophy. Here, one has to be as subtle as a pure mathematician and as bold in inventiveness as a poet. Plato was right in forbidding his pupils to start philosophy before 30, that is, before they had completed a study of the sciences and the arts. Since we cannot hope to follow this rule strictly, we have at least to see that students of philosophy have some active interest in science and the arts. But the case is just the reverse.

The curious notion that anybody can read Philosophy is unfortunately borne out by the syllabus and the mode in which the subject is taught in Indian unversities. We have but to understand and cure this defect, in order to draw good students into our philosophy classes and to recover the lost prestige of this subject.

The following are some useful suggestions to be borne in mind in the revision of the syllabus:—

(a) It should not be too heavily weighted with the history of philosophy. One paper should be sufficient for the purpose. But even that one paper should not be a factual reproduction of the views of a line of philosophers. It should, on the other hand, be an intelligent evaluation of these philosophical concepts, as and when they were discussed in various schools of thought.

(b) There should be a compulsory paper for the philosophy of science. The first half of this paper should be devoted to the essentials of the major sciences and their philosophical implications. It need not be a technical paper, but rather one that emphasises the principles rather than the factual analysis of the subjects concerned. The second half of this paper should contain the methodology of the sciences. It may be mentioned, in this connection, that the philosophy of science is now a major branch of philosophy in the West. and there are journals specially devoted to its perusal. Special lectures on science could be

arranged for philosophy students and they could be required to pass certain elementary tests in science in order to qualify for their final degree.

(c) There should be a compulsory paper for the philosophy of fine arts and religion, in which stress should be laid on the student's appreciation of concrete instances of art-products and religious-texts.

(d) The paper on logic and metaphysics should be made more topical and less stereotyped. It is quite possible for this year's students to take the question papers of the past ten years and prepare for a fairly reasonable question paper because of the repetition of questions on such topics as realism, idealism and the controversy between the two on a certain issue. If the questions were framed to measure the student's understanding of the problem in terms of his own point of view, it would be more meaningful. In order to encourage students to think for themselves on modern problems and to develop a particular philosophical standpoint, some classical text could be prescribed for critical study.

(e) There could be an optional paper devoted to some branch or system of philosophy; it could be either the speculations of a particular individual like Plato, Whitehead or Russell, or it could be a system of philosophy.

(f) There should be a paper set apart for dissertation. Nothing pretentious is implied. The student should submit a short essay of some 100 type-written pages on some special topic of interest. His capacity for abstract thought, his mode of estimating and evaluating problems, his personal style and power of expression would be measured in this paper. Besides the written papers and the dissertation, there could be an oral test where the student's ready wit, his range of study and his general feelings towards the subject may be estimated.

In so far as teaching methods are concerned, the following ideas may prove useful:—

1. Teaching should never be in the form of mere lectures to uninterested students. It should be more or less of a seminar with the whole group participating under the supervision of a capable teacher. At first an informal talk could introduce the topic of study to the group. Later it could be followed up, if possible, by every member of the group through various activities such as presentation of reports from current journals, summaries of valuable material from established schools of thought, possible modifications of the idea to current thought. Every discussion should contribute to the clarification, or solution, if there is any, of the problem on hand.

2. Every month students should write an essay on some topic which has been discussed in the class. These should be

examined by the teacher and later should form the subject of discussion in the class. Students should be encouraged to enter into discussion and develop or defend, as the case may be, their own points of view. Students should be taught the virtue of appreciating the opponent's point of view and of submitting to it with grace if it proves to be more reasonable.

The function of these ideas in methodology is two-fold. The student learns many things in an interesting and active manner. Secondly, he develops a habit of careful ratiocination. Discussions clarify one's own notions, and even original ideas come to the surface, while a group is actively engaged in discussion.

3. The philosophy student need not be confined to the classroom. He could be taken out to laboratories, factories, art galleries and museums. Social philosophy, ethical codes and metaphysical issues related to these may be discussed. Poetry and drama may also be read with them. If possible, the classes could be held in the open air, and not necessarily in a classroom.

Unless teachers of philosophy realise the need to renovate syllabuses and teaching methods, philosophy as a subject will become more and more unpopular with the student population; and India, once so rich in philosophy, will be poor in future, if her intelligent men and women no longer have a desire for philosophical thought. It needs only commonsense to see the result of the equation, namely, that such poverty in philosophical thought must ultimately lead to poverty in the life and culture of the Indian nation.

Prabas Jiban Chaudhury

Wonder is the feeling of a philosopher, and philosophy begins in wonder.

Socrates, Plato, Theoetetus.

THE CHILD'S WORLD*

feel greatly honoured by the invitation to preside over this last session of the International Study Conference on Child Welfare. But I must confess that I have accepted this invitation in a spirit of humility, because I do not really feel competent to preside over a Conference of experts like this. This mood is further accentuated by the fact that, on account of my rather heavy preoccupations during the last few weeks, I have not been able to find any time to think over the theme that you have been discussing. I can, therefore, promise to provide only a somewhat indifferent substitute for the gracious and distinguished lady, Shrimati Vijayalakshmi Pandit, who was originally scheduled to preside over this session.

As I was travelling this morning from Delhi to Bombay, I availed myself of the opportunity to look through the reports of some of the important speeches and statements that have been made at this Conference, so that I might be able to avoid repetition of the points already made or, at least, commit my plagiarisms deliberately! Looking through these reports, it seems to me that what I can most usefully do this morning is to highlight a few of the most important points made in some of the addresses and to venture a few comments of my own, which have been suggested to me by them.

Your Conference was opened by the Prime Minister, who has the happy knack of always being able to hit, as it were, basic issues on the head, whatever the theme that he may be dealing with. In the course of his Inaugural Address, he had pointed out that "ultimately it is the human being that counts and it counts much more as a child than as a grown-up", and further "that the child is more important than the adult". Now, to many persons a statement like that would sound almost platitudinous. Actually, however, that is *not* so. Although men and women of vision and discerning parents and teachers have always known it, the recognition of this truth as an important educational principle, is as recent as Rousseau and, in practice, it is not honoured even now in a large majority of homes and schools. I am afraid, many parents and teachers seem to think that childhood is an inconvenient period and the sooner it is safely over, the better it is for all concerned! Even the psychologists did not, till recently, recognise the real importance of childhood as the period in which the basic foundations of the child's character, mental development and emotional make-up are firmly laid. It is during the first five years that the child learns the elements of speech, good (or bad) manners, habits, attitudes, and acquires most of the complexes and inhibitions which dog him throughout his life. It is, therefore, absolutely necessary that, in planning for the welfare and the future development of the country, we should give a very high priority to providing the right type of education and other environmental conditions for children.

---

* Presidential Remarks at the last session of the International Study Conference on Child Welfare held at Bombay on 12th December, 1952.

The Prime Minister also remarked, in the course of his Address, that "love for children is a *good* qualification though not an *expert* qualification for work of child welfare." I would venture to differ respectfully from that remark in the sense that I do consider it an absolutely essential qualification for all laymen or experts, who may be working in this particular field. I feel that service without love is like "salt without savour." Books and experience, on which experts as such normally rely, can certainly provide knowledge, but they do not necessarily give either insight or vision, without which nothing great or worthwhile can, or has ever been achieved. Expert knowledge can certainly build a bridge or an atom bomb but not a human personality, for which love alone can provide the necessary insight. This brings to my mind some beautiful lines from our great poet Iqbal which attractively express this idea of the inadequacy of knowledge for discovering what goes on inside the heart and the mind of the human individual:

> "*Khirad say rah-rau raushan basar ahi.*
> *Khirad Kya hai? Charaghi-rah guzar hai !*
> *Daroon-i-Khana hangamen hain kya kya,*
> *Charagh-i-rah guzar ko kya Khabar hai !*
>
> Knowledge lights up the path of the way-farer;
>
> What is knowledge? A lamp by the road-side!
>
> What are the storms and the stresses going on inside the household
>
> Little does the roadside lamp know about them!

I have not the slightest doubt that persons who have no love for children or for human beings generally should not venture into this particular field of activity. It was further suggested by the Prime Minister that schemes of child welfare should start with the rural areas. That is certainly a very valuable point of *departure,* but I would like to add that this should not mean leaving out the highly industrialized urban areas which, in some ways, are much worse for the development of the child than the rural areas with all their well known limitations. In the rural areas, the child can at least establish some contact with Nature, and with actual practical work done in the farm and the field by his parents, and this enables him to acquire a certain measure of realistic education and valuable practical experience. On the other hand, in some of the highly industrialized urban places these experiences, which are absolutely essential for the development of the child on right lines, are almost entirely absent and, therefore, even under the conditions of good schooling, his education remains lopsided. I do hope that, in all the schemes of child welfare, a proper balance will be maintained between the needs of the rural and the urban regions.

I should also like to utilize this opportunity to stress another fact of crucial significance pointed out by the Prime Minister—that the basic issue in dealing with all problems of national reconstruction is one of removing the widespread proverty of the people and the causes that are responsible for it. He has pointed out that "there was no simpler solution (of such problems) than revolutionising the entire economic structure". It is obvious that we cannot hope to provide adequate food

or clothing or shelter or education or leisure pursuits for our children or adults unless we can eradicate from, or at least, greatly reduce proverty in the country. It should, however, be remembered that "poverty" includes not only poverty in the ordinary economic or material sense, but also what may be called *poverty of knowledge and understanding* from which millions of children suffer just as grievously. That is why not only in our country and in poorer homes, but also in richer homes and well-to-do countries, where material poverty is not a vital factor, children are often subject to influences and psychological treatment which are just as detrimental to their normal growth.

This brings to my mind two very important points that were made by Rajkumari Amrit Kaur, in the course of her Presidential Address. She pointed out that *parents needed self-discipline* to see the child's problems clearly and objectively and to solve them with understanding and sympathy. I am afraid, one of the great delusions from which most parents and teachers suffer is that "they know all about their children." I do not think there is any justification for this complacency on the part of a larger majority of them. The child is Nature's most complicated and delicate creation requiring infinite care, continuous and reverent study and intelligent and sympathetic handling. I am surprised sometimes by the fact that a man shows much greater solicitude for his car or even a petty cigarette lighter than for his child. If something goes wrong with them, he will always take care to consult a specialist, but in dealing with Nature's most delicate creation, he shows a degree of self-confidence that borders on impertinence! The need for *self-discipline* on the part of parents and teachers arises from the fact that without it they will not be able to deny themselves the luxury of unreasonable impatience and flying into a temper whenever—usually on account of their own ignorance!—they find any difficulty in dealing with children's problems. They are often apt to hide their own incompetence behind unreasoned bluster and to administer various kinds of punishment to children without being able to understand how that is going to react on their mind and their general emotional set-up. Hence the need for patience, good temper and restraint in dealing with children can never be too strongly emphasized.

The President pointed out in her Address that we should enable children to grow up into "healthy men and women, emotionally stable and free from the cramping influence of parochial and national prejudices." These words place the *educational* aspect of child welfare work in the right perspective. There is need for planning the child's environment and activities in such a way that they will contribute to his physical and mental health and give him emotional stability. Such development is only possible in an atmosphere of free activity. In fact, I would go further and say that *freedom,* coupled with *creative and productive work* are the two most essential formative and cathartic agencies in the life of the child (as well as of the adult). If you can find work for them to do, which is congenial and creative, in which they can find self-expression, and if they can carry it on under reasonable conditions of freedom, they will grow into healthy and normal human beings free of many of the complexes

and inhibitions which distort their minds today.

Then, there is this question of "freedom from prejudice," which, from my point of view, is an essential prerequisite for civilized life. There is nothing in the modern world which makes for greater misery and conflicts at all levels—local, regional, communal and international—than the many irrational and unsavoury prejudices which embitter the life of the contemporary world. It is, however, cheering to reflect that the child is originally and essentially a person without any prejudice. He is, if one may say so, an "internationalist", who has no race or colour consciousness. He even treats his pet animals and his dolls as animate beings with whom he establishes the same kind of friendly relationship as he establishes with living human beings. But, unfortunately, our own adult prejudices begin to throw their ugly shadows on him at an early age, distorting his emotions, warping his mind and generally preparing him to become—what a sobering thought!—the kind of adult that we ourselves are. In the interest of child welfare and the welfare of the world as a whole, we must do all we can to protect him from falling a victim to these prejudices and assimilating them into his mental or emotional make-up.

I would like to refer to the remark that has been made by Dr. Kohler of France in his paper that "the child should take his place in the community." What does this "taking his place" mean? If I interpret him aright, it means that he should be given a feeling of security, of belonging, of stability in a world which has well-defined laws and regulations and is inhabited by persons who are reliable and can be understood by him. The kind of wayward and irrational behaviour which he meets with in his elders, who would sometimes condemn him and at others commend him for exactly the same type of behaviour, is entirely incomprehensible to him. That is one of the reasons why he finds it very difficult to adjust himself to the grown-up world. This world appears to him, in the words of Wordsworth, as a "big, buzzing, blooming, confusion", and it is but the path of wisdom on the part of parents and teachers to try to reduce it to order from the point of view of the young child. In order to achieve this end, there is need for affection—and remember, even that can be overdone, if it is carried to excess and spoils the child—as well as sympathetic understanding. These are the two keys that can unlock the child's world, which is a special world into which one cannot find admittance as easily as adults are apt to imagine.

I recall to my mind in this connection a book that I have recently read which is both eminently readable and extremely significant—entitled "Exploring the Child's World", written by a well-known educationist, Helen Parkhurst. She has devised a very ingenious and elaborate technique for finding admittance into this unexplored world of the child and has come out with some very intriguing as well as sobering discoveries. One remark made by a child, which she has quoted, has been haunting me ever since I came across it. She had asked a child whether he was able to understand the reason why his elders behaved in a particular manner and the child's reply was "*No, because, you see, I have never been an adult.*" The pathetic implication of that remark is that "it is idle for you to expect that I should be able to appreciate the point

of view of the adults, but there is no reason why you, as an adult, should be unable to understand my point of view, because you have been a child". Unless we can retain something not only of the memories of childhood, but also its approach and its point of view, it will be very difficult for us to become successful educationists or child welfare workers.

As I see the world today, I have the feeling that there is not much hope of our being able to build a better life for the present generation, which has been nurtured between two World Wars and fed largely on hatred, fanaticism and false propaganda and has lived under the stress of economic and ideological exploitation. But it is the duty of the nobler spirits of our generation to carry on the good fight in the tradition of Mahatma Gandhi and his many predecessors who were "good fighters" in this cause, and to strive to ensure a happier future for the next generation. For this purpose, our work must start with children. In this work we can take hope from the well-known remark of Tagore that "Every Child, who comes into the world, brings with him the message that God has not yet despaired of man," and find the proper approach in the light of the injunction of Jesus Christ that "if you will enter the kingdom of Heaven, you must be even as a little child". It is impossible for those, who have not had the experience, to realize what wonderful joy there is in trying to bring some happiness, cheer and sunshine into the life of the child. This is really the ultimate reward of the good teacher, the good parent and the good worker in the field of child welfare.

There is one last thought which I would like to share with you, and that is this. Whenever we attend Conferences of this kind, there is one sin which we must try carefully to avoid—the sin of complacency. When we hear a number of good speeches and pass a number of good resolutions, we are apt to think that we have achieved something really worthwhile. I am afraid that is *not* so. Speeches and resolutions are good enough in their own way if they are a prelude to constructive action, but not otherwise. In fact, they are actually harmful if they lull us into a false sense of achievement. There is, in this world of real causes and real effects, no synthetic, tabloid substitute for hard and continuous work. Unless we can ensure the effective follow-up of all the thinking done here, we shall not have achieved anything of real significance. I am sure you must, in your deliberations, have given careful thought to devising practical ways and means for implementing your decisions or, at least, of ensuring that the need for such action is brought effectively to the somewhat conservative and slow-moving minds of the authorities concerned with this problem of child welfare in the various countries of the region.

K. G. Saiyidain

Profile

Syed Ahmed Khan

(This is the third in the series on Indian Education.)

"MY boyhood was devoted to playing *Kabadi*: flying kites, taming pigeons, and attending revels; while later years saw me branded as an Apostate, a *'Naturi'*". This is how Syed Ahmed Khan summed up his chequered life.

Syed Ahmed Khan was born on October 17, 1817, into an aristocratic Syed family at Delhi. Material prosperity, social prestige, and an awareness of spiritual values characterised the atmosphere of his early life. His mother's precepts and examples provided him with unfailing guidance even in his later years. He owed his self-possession and courage to her.

He received the conventional education of his people and times. This included linguistic studies (Persian, Arabic and Urdu) and a rather desultory course of instruction in Arabian Medicine, Astronomy, Mathematics and the religious teachings of Islam. By the time he was 19 he had discontinued formal learning. In 1836 his father died and he was invested by Bahadur Shah with his grandfather's titles. In 1838 he decided to enter the British Service and this decision, taken against the wishes of his family, marked a turning point in his life.

He was first appointed *Sareshtedar* (Reader) of the Sadar Court of Delhi. A couple of years later he was transferred to Agra and in 1841 he was promoted *Munsif* or Subordinate Judge at Fatehpur Sikri. When he was later posted at Moradabad, he started there a Society for the study of Modern History. In 1862, Syed Ahmed Khan was posted to Ghazipur, where he commenced the first commentary on the Bible ever written by a Muslim. He continued his biblical studies for years and eventually published three commentaries—one on the Bible as a whole, one on the first eleven chapters of Genesis and one on the Gospel of St. Matthew. In 1864 he formed a Translation Society at Ghazipur which was instrumental in getting many English books on history, economics and science translated into Urdu. This society later developed into the Scientific Society of Aligarh. The year 1866 is memorable in Syed Ahmed's life, for he was then transferred to Aligarh, a place which will always remain associated with his name.

In 1869 he sailed from Bombay for England, and, while there, contributed a series of letters in Urdu to the Aligarh Literary Gazette. They show him to have been a shrewd observer of men and things and to have had a keen sense of humour. He was particularly impressed by the efficiency of English Schools and Universities and by the comparatively high standard of education among the masses of the people.

As in Politics, so in Letters he was determined to bring about a closer understanding between East and West.

Fundamentally a rationalist, he advocated an assimiliation of Western Science and Technology. Progress in the modern sense of the word, he thought, lay primarily through the widest dissemination of knowledge and, by inference, through a speeding-up in the development of Indian languages. During his visit to England in 1869, he wrote: "Those who are bent on bettering and improving India must remember that the only way of achieving this is by having the whole of the Arts and Sciences translated into their own language. I should like to have this written in gigantic letters on the Himalayas for the remembrance of future generations".

He had by now entered the arena as an ethical, political and theological controversialist. He addressed himself in particular to his co-religionists, for they had been the tardiest to adapt themselves to the New Order. By their inflexible adherence to old values and methods they could impede the progress of the entire country. To the great task of their emancipation, therefore, Syed Ahmed Khan dedicated himself.

In 1872 he formed the Mohammedan Anglo-Oriental College Fund Committee. In spite of the 'furore' he had caused by his rationalistic interpretation of Islamic Culture, the response to his appeal for funds was heartening. The opening ceremony of the college was performed at Aligarh in 1875. On his retirement from service in 1876, Syed Ahmed settled down in this town.

The college was intended to make western knowledge accessible to Indians. Conservative hostility towards these ideals, particularly from Muslims, was to be combatted and replaced by a desire to profit by the example of Europe. The College was staffed by eminent teachers from Britain and India; and one of its distinctive provisions was that it would admit alumni from all places and all communities.

That a man of Syed Ahmed's antecedents should preach the gospel of modernism had at first shocked and distressed many Indian Muslims. But his courage and his persistence bore fruit in time, and he came to be regarded as the accredited exponent of their aspirations. His authority and influence received due recognition in his appointment as a member of the Imperial Legislative Council in 1878, and in his membership of the Indian Education Commission, headed by Dr. William Hunter, in 1882.

He died in 1898. The last years of his life form part of the story of the college he had founded. He had the great satisfaction of watching over the progress of his most cherished ambitions, and seeing the materialisation of his dreams. But the work he had initiated could not be concluded within a single lifetime. The college developed into the Muslim University of Aligarh in 1920 and is now an important part of the Educational system of Free India.

Great educational reformers require no epitaph. But the pronouncement of C. F. Andrews on Syed Ahmed Khan is worth recording as that of a detached observer on an Indian educationist: 'There are few more impressive facts in modern history than the conversion of a great people in a single generation by the steady pressure of higher education combined with the influence of a commanding personality'.

H. H. Mosavi

EDUCATIONAL PLANNING IN FRANCE

THE ravages of World War II and of the occupation of France had a profound effect on the country and new and intricate problems came up for solution in various fields, and particularly in the field of education. The physiological and psychological effects of war on the youth of the country were marked and the moral degradation of defeat brought in its trail the most serious consequences. With the dislocation of family life the normal background of the child was broken. The number of juvenile delinquents soared. The moral rehabilitation of the great mass of French children was a formidable task and a task to which France addressed herself soon after her liberation.

Classical Education—Its Limitations

The French people began to think that the traditional system of classical education was to some extent responsible for the collapse of their country. Even during the war a small group of reformers condemned the existing system of education because it did not aim at developing the entire child personality. After four years of humiliation and suffering many people thought that an attempt should be made to solve the problem of ensuring to every child the type of education best suited to him. Various educational organizations sprang up and their action was promoted by measures taken by the Ministry of National Education for the educational reconstruction of the country. New plans were set out at the Educational Conference of Algiers in 1944 but there was a great mass of opposition to these plans. Consequently, in 1945 the first post-war government appointed a new commission presided over by Paul Langevin, the famous scientist, to draw up a plan for national education. Langevin himself and other members of the commission were constructive patriots in education (whatever their stand in politics) and all post-war educational developments in France owe their origin to the Langevin Report that is pregnant with new ideas and plans.

Two Types of School

First and foremost, the Report recognises that every child has a right to education. As a result, primary education was made compulsory and free for all children of school-going age. But not all these children could or can hope to proceed beyond the primary stage; and a distinction based on social and economic origin existed, and exists at present, to some extent between these groups of children. Thus, two types of school, the primary and the secondary, have originated in France. The primary schools for pupils of age range 6-14 years cater for the needs of the masses—people of the first category. The secondary schools are meant for pupils of the age group 11-18 years (or in some cases 6 to 18 years) and serve children of those families who have the necessary financial resources for this longer course. The Langevin Commission believes that there should be some sort of selection at the secondary school stage, but that this selection

should be based on the capabilities of the student and not on his parents' status and/or their purse.

System of Selection

This criterion demands that the curriculum at the secondary stage of education should be so planned as to be able to discover the special aptitudes of each individual learner. Thus, a system of selection and guidance functions at this stage of secondary education which, according to the Langevin plan, has to last for all children from 11-18 years. Side by side with the basic subjects, the curriculum has made provision for a wide range of optional subjects which may be called 'testing benches'. The first four years (11-14) is the 'period of orientation'. At the end of this cycle it is possible for the parents or the teachers to choose successfully a branch of study best suited to the pupil. The first two years of this period are devoted chiefly to testing the manual and artistic abilities of the child. This four-year course also leads to a selection between pupils who will go in for vocational training and those who are fit to continue their studies up to the *baccalaureat,* awarded at the end of the secondary school course and beyond. During this early stage of secondary education pupils work in accordance with their own speeds and options as revealed by individual tastes and abilities.

Classes Nouvelles

The *ecole unique* for 6 to 18 years envisaged in the Langevin plan so as to afford the same opportunities to all children in various forms, has yet to be realised. Consequently, parents have to face the problem of selecting their children at about the age of 11 for secondary education. For this a system of entrance examination has been introduced and pupils are graded accordingly. But this method of selection by examination embraced only a small percentage of the student population and was far from achieving the desired object. As a result, in 1945 the reformers started a scheme for the *classes nouvelles* for first year entry to the secondary school course, and brought into it the technique and principle of New Education in the U.S.A.

These classes are the laboratories in which the child is studied to reveal his faculties and abilities. Great attention is paid to the full development of the child as a whole man and a close collaboration between the parents and the teachers is maintained. The classes are small—the maximum number of pupils in a class is 25. The number of subject teachers per class is reduced—usually one master for literary subjects and one for scientific subjects. The discipline is more autonomous and more social; and the work of teachers is closely co-ordinated by having weekly staff meetings. This new experiment takes into account the psychological factor and attaches great importance to the child's record. The teachers and the students act more or less like volunteers. In fact, these classes endeavour to discover the form of development best suited to the particular child, and pave the way for a successful educational career. Most classes have ceased to exist since October, 1952, but a few of them have been retained by the Ministry of National Education as 'pilot classes'.

Secondary Technical Education

There has been reconstruction at practically every stage of French education, but a profound and evident change has occurred in secondary technical education imparted in the

(*Continued on page* 59)

ART IN CHILD EDUCATION

IN recent years children's art has engaged the consideration of educationists and phychologists for a variety of reasons. Now-a-days psychiatrists encourage neurotic children to "draw out" their aggressions, repressions, or fears. Teachers, armed with the principles of child psychology, find in children's drawings and paintings a key to understanding the developing personalities in their care. Children's art has ceased to be regarded, as it was in the 19th century, as a conventionalized technique to be mastered by a child in much the same way as he masters the multiplication table. It is now valued as a vehicle for individual expression.

Much credit for this new emphasis must go to the scholarly researches of such people as Vienna's Professor Franz Cizek at the turn of the century and to the more recent work of such individuals as Victor d'Amico, educational director of New York's Museum of Modern Art, and W. Viola, A. S. Neil, and Herbert Read in England. The latter's *Education Through Art* is indispensable to anyone seriously interested in the field of children's art. We must also welcome such contributions as Gay Hellier's recent volume, *Indian Child Art**, which suggests practical application of the theories of Read and others and which should contribute towards a progressive approach to art instruction in Indian schools. (A fairly good bibliography of the pioneer work on the subject of children's art is included in Miss Hellier's book.)

International Children's Competition

Quite as important as the work of scholars and educators, however, are undertakings such as Shankar's annual International Children's Competition. A careful study of Shankar's most recent exhibition (from which the paintings on these pages are reproduced) or of his *Children's Annual* will be at least as instructive to the perceptive teacher as a theoretical study of children's art.

Shankar's exhibition as a whole is a vindication of the thesis that the children of the world speak a common language, and that if there are a variety of accents they only enrich the language. Further, that the art of children in general follows a common line of development—except possibly where a country's traditional mode of expression (Indonesia's highly stylized line-drawings of gods and demons, for example) is imposed as a model from the time a child begins to draw so that individualized expression is inhibited.

Boldness And Freedom

Even if one had never heard the name of Herbert Read or his distinguished colleagues, one would deduce from an exhibition like Shankar's that the work of pre-adolescent children is characterized by boldness and freedom in the handling of form and colour. Usually the child between the ages of five and ten is chiefly concerned with the immediate translation of his experience into paint. He is very little concerned with the correspondence of his work to any objective reality.

At these ages. painting and modelling are primarily a subjective experience for the child. How he feels about an experience is more important to him than whether the components of the experience are recognizable and realistic. As a result, the work of young children often exhibits more emotional content and force than that of adolescent children. For example, a six-year old's painting of a train will convey that for him the train is *big, black, rushing, exciting;* whereas an older child with his sharpened awareness of the world

*Geoffrey Cumberlege Press, 1951. Rs. 5

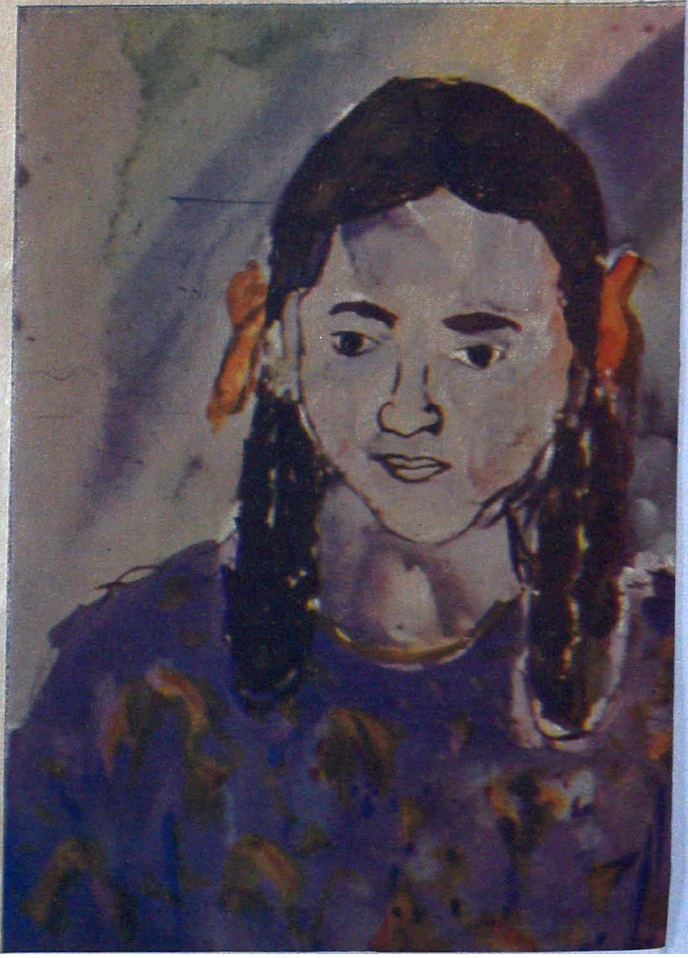
AN

IN THE RAIN *Yuri Nagano (Age : 5 years)*

KINGS AND SHEPHERDS AT THE MANGER *Michele Clarke (Age : 7 years)*

TURKEY WATER FRONT *Oguz Kahan (Age : 12*

INDIA SELF PORTRAIT *Usha Pasricha (Age : 12*



about him may strive for exact representation of the engine, and in the process lose the original emotional content of the experience.

Adolescent Art

In attempting to relate his vision to external reality, the adolescent artist forfeits some of his previous freedom. For most children adolescence is a period of emotional insecurity, and the majority will seek refuge in conformity. Their art will be more restrained and make their subject-matter conventional; their paintings become less subjective. In concentrating on the objective aspect of their subject, their paintings often become finicky and laboured. Instead of painting directly, many children will insist on drawing painstakingly in pencil first, with much erasure, and subsequently colouring in areas with careful attention to making edges meet. The process may become long and involved, and the results will lack spontaneity.

At this point, when technical proficiency is the child's main aspiration, there are two hazards to his further development: (1) he may achieve a certain degree of technical skill and be satisfied with that, or (2) he may not be able to attain the technical mastery to which he aspires and become discouraged with the whole process. A great majority have fallen victim to the first hazard, and their paintings are merely competent renderings in conventional techniques. Those who have fallen a prey to the second hazard are, of course, simply not represented. Others who have negotiated the tightrope of adolescence show not only technical mastery of their medium, but also an emerging individualism in the treatment of form and content; their paintings have mood and meaning and a promise of development to come.

The above observations naturally apply to the development of the average child—if such a creature exists. The exceptional child will follow his own line of development; at six or seven he may be highly disciplined; at 13 or 14 he may have a complete disregard for realism and may gain control over his medium without sacrificing spontaneity. Succumbing to the editorial temptation to publish outstanding rather than mediocre work, the four paintings reproduced on these pages are in one way to another exceptions to the norm for the ages represented.

Problems for the Art Teacher

The only point in discussing development in general terms at all is that teachers may know what to expect of the average child at various ages, and also how to recognize the unusual child so that appropriate guidance can be given to both types of students. At every stage of a child's development, *guidance* rather than instruction should be the keynote to the teacher's role.

The question remains as to what sort of guidance the teacher should offer. The new concepts of children's art seemingly imply a long list of "don'ts" for the art teacher, almost no "don'ts" for the students. "Give the student a free rein, and don't interfere" would appear to be the primary dictum. The teacher is admonished in all instances not to impose his will, tastes, styles, or techniques or anyone else's for that matter, on the child. The teacher is left with the much more difficult and rather vague assignment of attempting to assess each child's individual intention and encouraging him in his work.

A few practical suggestions to implement the teacher's new role might be in order. For children between the ages of five and ten, the teacher should make available the materials that enable a child to make the best use of his assets at that age. Large sheets of paper, poster paint, and large crayons will facilitate the child's achieving the bold free expression his instincts dictate.

Large Pieces of Paper

The best work from *Eire* was done by younger children who had been given pieces of paper to work on, often the backs of discarded football posters or wall paper; their paints were inexpensive powdered

(*Continued on page* 45)

ADVENTURES IN BASIC EDUCATION

THIS article is a brief account of a few experiments in Basic education that we have made at the Vidya Bhawan Basic School, situated four miles away from Udaipur City, within easy reach of about five or six villages.

Special Local Conditions

The rural population is generally backward. Most of the villagers have never seen or travelled by a railway train. Primary education is not compulsory here and the people do not quite see what good education can do their children except to alienate them from their background. Very often education enables a boy to run away to Ahmedabad or Bombay to become a domestic servant or a day-labourer. The people are extremely poor, their average daily income ranging from 12 annas to two rupees. Indeed, many families, already on the verge of starvation and nudity, would actually have to go without food and clothing altogether, if the children did not eke out their parents' meagre earnings with their own work. Moreover, the period of eight years for a complete Basic education course is too long for poor parents who need their children to tend the cattle, bring fuel from the hillside or take village produce to town for sale. Because of these local conditions, Mahatma Gandhi's original Wardha Scheme has had to be modified in several respects in the interest of the school's existence.

Self-supporting Aspect

When Mahatma Gandhi wanted to make the Wardha Scheme self-supporting by selling the articles produced by children for the upkeep of basic schools, he was thinking of relieving the state of at least a part of its financial burden. He was not thinking of the poor parent in a backward area where the mere fact of sending a child to school means depriving the family of useful work or part of its income. Moreover, within a few years of the establishment of the school, it was realised that children do not continue to take a keen interest in craftwork purely from a natural constructive urge. They soon begin to realise that craftwork outside the school brings money; if it does not do so, it is not worth their while. Both children and parents are incapable of understanding the educative value of craftwork or of thinking in terms of the future when the child, after mastering a craft, will be able to earn his living more easily. To most of them crafts must bring in money immediately; otherwise they serve no purpose.

Under these circumstances, it was thought better not to make use of children's earnings for the purposes of the school but to allow them to utilise their income from the sale of their articles for their own further education and other approved needs. Initially a parent has to spend a small amount of money which incidentally tests his seriousness concerning his child's education; later, he has nothing else to do except provide food and clothes for his child which he has to do in any case. No child is allowed to spend his whole earnings at once,

but a certain percentage of his yearly income is reserved for use in the next year when, with promotion to a higher class, his expenses are bound to increase. This is a very necessary arrangement to prevent premature withdrawals of children from the school.

The school has a children's bank where students' earnings acquired through their craft products are deposited. An account is kept of each child's earning and expenditure. Both the child and the parent are pleased as the child's deposit in the bank increases. The child is allowed to withdraw money from the bank only for his approved needs. The withdrawals are naturally larger as the student reaches the higher classes. The balance is paid to each student only when he has completed his entire course of basic education. It is very often the case that a student returns home with more cash and material than the parents invested as initial expenditure.

The great merit of this system has been that there has been small inducement on the part of parents and students to stop their studies in the middle of a course. The method is thus calculated to avoid the appalling waste in primary education of which the Hartog Committee and others have repeatedly complained. This method is all the more necessary as long as basic education is provided on a voluntary basis. Indeed, even after the introduction of compulsion, such pecuniary assistance to poor pupils as the Vidya Bhawan Basic School provides, will be helpful. Moreover, a compulsory scheme can be successful only if it takes people's genuine difficulties adequately into account.

The 'Niyojit Seva' (Assigned Service) Scheme

In order to bring home to students the dignity of labour more forcefully than mere craft work can do, we have had what is known as the Niyojit Seva Scheme. All the work that is done by the peons and clerks in an ordinary school, is done at the Vidya Bhawan Basic School by the students themselves, with the assistance of their class teachers. Each class, according to its age and mental development, is entrusted with certain responsibilities, such as keeping the school premises clean, running the children's bank and the class libraries, ringing the bell, repairing the bridge over the canal which divides the school buildings into two parts. The duties are assigned in the form of little projects and become a regular part of the school's curriculum. Besides being of great educative value, this plan substantially reduces the cost of running the school.

Again, this scheme has almost removed the problem of discipline from the school. The students have now begun to realise that indiscipline on the part of one boy or class interferes with the efficient discharge of duties assigned to another boy or class. If a fourth class boy steals tomatoes from the fifth class farm, a fifth class boy may retaliate by doing much greater damage to the fourth class farm. The students have thus come to realise that indiscipline, like a chicken, comes home to roost.

The Problem of Untrained Teachers

As suitably qualified and trained teachers for the Basic School were not available, and it would be too expensive if they were invited here

from other parts of India, we had to devise a plan which would enable even untrained matriculates and non-matriculates to work efficiently. Only the headmaster is a graduate with a training in basic education. The other teachers are, for the most part, untrained. For some days before the beginning of each session the headmaster explains to his colleagues the essentials of the technique of basic education. Then during the session each teacher is required to prepare his lesson-plans in advance and discuss them in the staff council meetings several times a week. The lesson-plans are thus improved with the help of the headmasters and senior teachers. If the headmaster discovers a mistake, he explains it to the teacher concerned after the class is over. The teachers who have been on the staff for four or five years do not need any guidance from the headmaster, but are able to help him in training new teachers who replace those who leave. Thus, the school also serves the purpose of training teachers in basic education during the actual process of running a school.

Text Books

In ordinary schools text-books are a serious problem. They change too often. They are not available in time for the school session. Then, all the boys do not buy them at once. The result is that instruction suffers. For several weeks, very often for months, at the beginning of each session, regular teaching is not started by the teachers. At the Vidya Bhawan Basic School we have tried one or two methods to improve this situation.

At first we abolished all books for boys, but made them available to teachers. The latter prepared the lessons, discussed their lesson-plans in the staff council meetings, and gave them to the boys. Although the level of student attainment in knowledge did not fall after the abolition of text-books we felt that this plan was undesirable. The boys could not go ahead independently without *some* books to guide them. We, therefore, prepared a list of suitable books for each class and secured an adequate number of copies of each text. At the beginning of each session now, these books are issued to each boy and a third of the original price of the books is charged. The money is not paid by the parents, except at the initial stage, and it is recovered from the children's accounts in the children's bank. The books are returned to the class libraries at the end of the year. We reckon that in three years' time the price of the books is recovered. Many books can still serve for an additional one or two years. With the help of this additional money more books for the class library concerned are bought. All class libraries now have quite a number of books.

The advantages of this system are obvious. Books are available in time to every boy of the school. They are provided at a very low cost to students. As these books have to be returned to the class libraries at the end of each year, the boys keep them carefully and do not generally lose or spoil them.

The Problem of English

In one respect we have had to consent to a compromise. Our students, after completing their basic education course, did not find admission to the ordinary high schools, because they did not know English which is a compulsory subject there. Even the

Vidya Bhawan High School could not admit them. When Gandhiji eliminated English from Basic Schools, he intended coincidentally to reorganise the entire educational set-up of the higher institutions in the country. But as long as higher institutions are not reorganised, the lack of English is bound to present a serious problem to the basic schools. Many students did not seek admission to the Vidya Bhawan Basic School for this reason. We had, therefore, to add English to the school curriculum at the senior stage. Some of the students who have completed their new basic education course are now studying at the Vidya Bhawan High School and elsewhere.

School and Community

The school has also made a notable advance in integrating itself with the life of the community around. The villagers have willingly cooperated with the school staff and the boys in repairing the tracks leading to the surrounding villages. The school from time to time also organises various functions that the villagers are invited to watch and to participate in. At such functions instructive dramas, specially prepared for the occasion, are staged by the boys. The students' work in crafts is exhibited.

In case of serious illness or of an outbreak of an epidemic like cholera, the school staff procures medical help for the villagers from Udaipur City. The students willingly pay a part of the expenses so incurred from their earnings deposited at the children's bank. After 11 years' hard work the villagers have begun to regard the school as an institution working in their interest.

These are some of the ways in which we have tackled problems of basic education in a backward area inhabited mainly by the Bhils and lower caste Hindus. Because of our special difficulties, we have had to modify the original Wardha Scheme. This demonstrates that the original scheme is not to be regarded as an unchangeable, final solution to national problems, but as a very good tentative plan to be changed and modified in the light of new experience and local conditions of a special nature.

Bhagwan Dayal

Education Today

The Government of Bihar have appointed a 12 member Basic Education Committee, under the chairmanship of Shri K. G. Saiyidain, Joint Educational Adviser to the Government of India, to enquire into the working of existing primary and middle schools. The Committee will also examine social educational schemes and experiments of the state.

Basic Education Committee

*   *   *

Eight Sub-Inspectors of schools attended the Orientation Course at Haringhata for the Community Development Project.

Education in Bengal

A sum of Rs. 17,500 was sanctioned by the Government of Bengal for the organisation of the Annual Training Camps at the Bannipur Basic Training College and Kalimpong for about 200 Social Education Teachers. A Community Recreational Centre with amenities for Social Education, a Village Library and so on has been opened in Kalanabagra village in Burdwan District.

*   *   *

To introduce fair distribution of the Government open-merit scholarships between urban and rural students, the Government of Bombay has passed orders that scholarships for the Secondary School Leaving Students, reserved for intermediate communities, be thrown open to all classes. However, to prevent maldistribution of the scholarships the Government have decided that two-thirds of them be specially reserved for rural students.

Government Open-Merit Scholarship

*

A separate class for teaching Graphic Arts has been introduced into the Drawing and Painting Section of J. J. School of Art, Bombay. Staff members of the Fine Arts Section and students of Advanced Art Classes deliver lectures on the history of art once a week. The School of Applied Art took part in many extra-curricular activities at recent conferences at Bombay and Delhi.

J. J. School Classes

*

The protective and preventive parts of the Bombay Children's Act, 1948, have been extended to the railway and town areas of Miraj, Madhavnagar, Budghaon, Vishrambag, and Wanlesswadi. A Juvenile Aid Police Unit has been organised in Greater Bombay to assist the work under the Bombay Children's Act. A special posse of women police helps the girls coming under the Act. Two juvenile

Juvenile Delinquents

courts have been established at Baramati and Baroda to try cases of children from these areas.

*

The International Study Conference on Child Welfare was held at Bombay from 5th to 12th December, 1952.

* * *

National Library, Calcutta

The formal opening of the National Library in its new home at Belvedere, Alipore, was performed on February 1, 1953. The Governor of West Bengal, Dr. Harendra Coomar Mokerjee presided. The opening of the new Library synchronised with the occasion of the Golden Jubilee celebrations of the Library.

* * *

Central Scholarships for Scheduled Castes and Tribes

The Central Government have sanctioned the award of nearly 6,000 scholarships of about Rs. 30 lakhs, for the year 1952-53, to help raise the cultural and educational status of the Scheduled Castes, Scheduled Tribes and Other Backward Classes in India. The award is intended to open new avenues of economic and social progress to these classes.

The Central Ministry of Education has issued a brochure entitled "Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes", (6 as.) presenting the all-India picture of scholarships and other amenities for backward classes in different states.

* * *

Third Short Course in Educational Statistics

In pursuance of the scheme to provide training facilities in educational statistics, the Central Ministry of Education organised a three weeks' course—the third in the series—for the benefit of the nominees of some of the universities in the country from 2nd to 20th September, 1952.

Inaugurating the course, the Joint Educational Adviser Mr. K. G. Saiyidain, while impressing upon the nominees the importance of reliable and up-to-date data, cautioned them that the collection of data in all fields of statistics should not be viewed as a mere mechanical activity, but as a vital part of wider social work. He added that the collection of statistics was not an end in itself but the means to achieve certain important ends like the formulation of policies in various fields.

The course of instruction included the teaching of fundamentals of statistics, preparation and discussion of statistical forms used in this Ministry, graphical presentation of data, scrutiny of returns received from colleges and universities, consolidation of data and practical compilation work. Although the programme was a varied one, special emphasis was laid on the correct filling and checking of the forms used by colleges and universities in supplying information.

The uses of various mechanical devices such as calculating machines, statistical tables, Hollerith Punchers and Verifiers were explained to the trainees.

To make the candidates familiar with modern educational trends in India and abroad special lectures by eminent persons were also arranged.

* * *

Convened by the Central Ministry of Education, a conference of professors,

of English from 29 Indian Universities was held at New Delhi in January, 1953, to consider the future of English Education in India. Inaugurating the Conference, Prof. Humayun Kabir, Additional Secretary, Central Ministry of Education, requested the assembled delegates to consider the extent to which new techniques for learning foreign languages could be adopted in India. Mr. K. G. Saiyidain, Joint Educational Adviser, Central Ministry of Education, stressed the necessity of planning shorter, but more intensive courses, of English in schools as the time allotted to the study of English was going to be brief. The Conference later divided into three Committees.

Teaching of English

* * *

The Central Institute of Education, Delhi celebrated its Foundation Day on 19th December, 1952. The proceedings opened with a short speech by Prof. Humayun Kabir who praised the achievements of the Institute during the five years of its existence. The Institute has been a centre for educational research and has served as a model for the country.

Delhi's Central Institute of Education

In his inaugural address Shri Shankar Prasad, Chief Commissioner, Delhi, observed that an acute problem that educationists face today is the problem of indiscipline amongst students. This could be tackled by greater contact between teacher and taught, and by providing recreational and cultural activities for students in their leisure hours. He called upon teachers to harness their theoretical knowledge so as to solve the practical problems facing the country.

Celebrations concluded with a colourful pageant of Indian folklore presented by the students of the Institute. This included legends drawn from various parts of the country.

*

In connection with the celebration, the Institute organised an educational exhibition which included exhibits of teaching material in various subjects, audio-visual aids, the story of book production and other items. The story of book production was a specially interesting feature. It began with the many raw materials that go to make paper, and traced the development of a book through printing and the various stages of binding. Some finished products and rare manuscripts were also exhibited.

* * *

In the Five-Year Plan, education is regarded in the main as a part of the national effort. A sum of Rs. 155·66 crores, which is 7 per cent of total expenditure on the Plan, has been allotted to educational development. Out of this provision, Rs. 39·02 crores will be spent on the educational development of the Centre and Rs. 115·98 crores in the State.

Education in the Five-Year Plan

Immediate reorientation in the present educational system is envisaged. Most of the expenditure will, it is expected, be utilized for purposes of research and experiment at different levels.

It is proposed to set up in each state at least one complete unit of basic education to carry on research in educational methods, to develop school-cum-community centres and to provide facilities for the production of literature and audio-visual aid. The number of

primary schools is expected to increase by 17 per cent and the number of pupils by 25 per cent; Junior basic schools will increase by 22 per cent and the number of pupils by 81 per cent; secondary schools by 18 per cent and the number of pupils by 32 per cent.

* * *

Hindi Teaching

A two-day conference of representatives of 27 Indian universities, convened by the Central Ministry of Education to study problems relating to the teaching of Hindi, opened at New Delhi on January 20, 1953. This is the first time that a conference of teachers of Hindi from Universities has been convened. The Conference was inaugurated by Prof. Humayun Kabir, Additional Secretary, Central Ministry of Education. Prof. Kabir made the plea that the develoopment of the regional languages of India should be borne in mind. He also emphasised the need to retain English in some form for international communication and for easy access to scientific knowledge.

The Committee, formed after the Conference, will study questions relating to the place of Hindi in schools; deal with the duration and content of Hindi courses in colleges and with the preparation of model syllabuses; it will consider the special problems connected with the teaching of Hindi to non-Hindi speaking persons and the training and qualifications of teachers of Hindi. It will also study the question of promoting Hindi by means of research and publication programmes.

* * *

Hyderabad Community Project

The Government of India have sanctioned a recurring grant of Rs. 67,659 and a non-recurring grant of Rs. 152,551 for general educational development; Rs. 9,754 and Rs. 102,794 recurring and non-recurring grants, respectively, for the development of Social Education in the three community project centres of Hyderabad. The scheme covers the implementation of Basic Education in all primary schools; opening Adult Education classes and establishing Basic Training School at Yermarus. Every project is provided with a Chief Social Education organiser with two assistants and a mobile cinema van for the propagation of social education through visual aids. An act has been passed to introduce compulsory primary education.

* * *

The Teachers College Mysore

The Teachers' College, Mysore, conducted a study project on U.S.A. in the months of December, 1952 and January, 1953. The Project was intended apart from acquainting them with project technique, to widen the mental horizon of the pupils.

Mysore is shortly to have an "Academy of Art".

*

Pepsu Progress

42 more Co-educational Primary Schools, sanctioned under the Five Year Development Plan have been started in the Patiala and East Punjab States. 16 Lower Middle Schools have been raised to Middle Standard and two Middle Schools up-graded to the High Standard.

The number of Adult education centres rose from 720 to 800 during the last quarter. Pamphlets regarding adult education were distributed among

teachers. Sessions for Normal class and B.T. class at Faridkot have begun to function.

Repudaman College, Nabha, maintained a Land Army Squad of students called "Auxiliary of the Land Army".

* * *

elhi Public Library

The Delhi Public Library was established in October, 1951 as a Pilot Public Library Project by Unesco in collaboration with the Central Ministry of Education. It is intended to serve as a model for Public Library development in India and in other under-developed countries. The Library has Lending, Children's and Social Education Departments. Besides supplying books and other reading material, the Library serves as a Community Centre for popular education, specially for neo-literates and children. The lending department maintains two reading rooms. The children's department organises film shows, story-hours and other activities for children. The Social Education department seeks to introduce the use of books by its members through cultural activities, like study circles, dramas, discussions, debating and film groups, society of elders and film critics groups.

* * *

News from Punjab

The Punjab Government awarded scholarships totalling Rs. 3,438 to 39 Harijan students, making a total award of Rs. 150,958 in 1951-52; sanctioned a sum of Rs. 354-8-0 as examination fee and fee-concession to the Harijan and Backward Sikh Castes, thus raising the total grant in the year to Rs. 249,972-7-0. A sum of Rs. 210,478 was sanctioned for displaced students in the form of stipends and scholarships, making the total expenditure in the financial year aggregate Rs 352,413-5-0.

*

Cadets from the 8th Punjab Medical Company N. C. C. and 1st Punjab Battalion, N.C.C., Amritsar, secured second and third place respectively in the National Shooting competition at Delhi.

* * *

East Punjab Libraries

In the last two years 700 libraries have been added to the existing number of 50 in rural areas of the East Punjab. The expansion of the Library movement is the result of the combined effort of local bodies, private organisations and the Education and Public Relations Departments of the State Government. In an effort to make the people library-minded, the State Central Library Committee has set up branches in villages.

* * *

Rural University at Sevagram

Presiding over the annual Basic Education Conference at Sevagram, the Prime Minister, Mr. Nehru, declared open the rural university which forms the foundation stone of the Basic Educational Structure commenced by Gandhiji 14 years ago. The Educational Programme of the university will be organised around basic national needs. This rural university seeks to bring about a co-ordination between the various rural service activities of the state, the need of which has been emphasised by the Indian University Commission.

* * *

A day is earmarked every year for the celebration of Social Education throughout India. Its principles are propagated through *prabhat pheries*, Magic Lantern Shows, Dramas, Cultural Shows, Broadcasts, Press Articles and Social Education Classes.

Social Education Publicity

Teachers and students give practical demonstrations of cleaning village lanes, digging compost pits, reclaiming derelict tanks, tree planting, construction of roads and agricultural extension work. Donations raised in the form of books and money in both urban and rural areas are utilised to promote the literacy campaign.

* * *

The Government of Ajmer have reorientated Social Education programmes in the State. Village teachers have been entrusted with Social Education work as part of their normal duties.

Social Education

About 1,000 teachers are conducting literacy classes, on a no-extra-allowance basis. To lessen the burden of extra work, duty hours in the school have been reduced by one hour.

*

In Assam, 800 newly established Social Education Centres are now functioning satisfactorily. Social education booklets, primers and posters have been distributed in the Sarupathar and Jorhat Community Project centres. Hook-worm campaign, started in December at Kamargaon, has attracted a large rural population.

*

A new feature of the Directorate of Education, Uttar Pradesh during the quarter ending December, 1952, was the organisation of a series of public lectures on psychological topics for the benefit of parents and teachers.

* * *

The Third National Seminar on the preparation of literature for neo-literates, organised by the Indian Adult Education Committee, was held at the Jamia Millia, New Delhi.

Seminar on Adult Literature

The Committee has been working with consistent endeavour at a medium of instruction which will attract and hold the attention of illiterates and neo-literates.

Dr. Frank C. Laubach, an American expert, advised the Committee on methods of imparting education to adults through the use of specially devised charts: the art of Simple Writing, Illustrations and their place in literacy material and information on agriculture.

* * *

The code of moral behaviour in higher secondary schools and intermediate colleges is receiving attention in Uttar Pradesh. It has been suggested that righteous conduct, exemplary behaviour, selfless service, interest in cottage industries and farming are being awarded marks which will be recorded in a student's record of work.

Moral Behaviour Marks

The marks so earned by a scholar will create a suitable fund from which he may apply to withdraw marks so as to make up for the deficiency, if he fails in one or more subjects at the annual promotion examination. In the case of a scholar who passes in every subject

these marks will be added to his aggregate of marks.

* * *

Facilities for Backward Classes

The Government of Vindhya Pradesh has exempted Scheduled Castes, Scheduled Tribes and Other Backward Classes from the payment of all dues in educational institutions. 34 night schools have been opened in the State, to provide special educational facilities for students of these classes.

* * *

THE FOREIGN SCENE

American Foreign Scholarships

The American Association of University Women proposes to spend about $123,000 on scholarships and residence expenses for 54 women students from foreign countries.

* * *

Television Council in American Universities

Nine midwestern Universities (Universities of Indiana, Kentucky, Louisville, Dayton, Miami, Oxford (Ohio) Ohio State, Ohio (Athens), Cincinnati and Xavier (Cincinnati) have established the Allied Universities TV Council. The main purpose of the Council will be to act as a laboratory for TV Educational ideas, inspire and aid local educational telecasters and establish a centre for educational TV information. Its main purpose is "to come to a lively appreciation of, and experience in dramatic educational values".

* * *

Indian Wins British Medal

Britain's Royal Astronomical Society's Gold Medal—Society's premier annual award—has lately been awarded to an Indian, Professor Subrahmanyam Chandrasekhar, for his contributions to mathematical astrophysics.

* * *

British Debating Team

A debating team of three British University graduates arrived in Bombay in the month of January for a ten-week tour of Universities in India, Pakistan, Ceylon and Singapore. The team's itinerary includes visits to Bombay, Poona, Madras, Calcutta, Lucknow, Delhi, Jullundar, Ludhiana and Amritsar.

* * *

Desert Scientific Institute at Cairo

The Desert Research Institute of Egypt at Cairo tackles floral, faunal and mineral problems of the desert area. The Institution aims at a many-sided scientific study of the desert. It sponsors Scientific missions to foreign countries and enlists the aid of individuals and associations. Scientific museums, libraries, debates, lectures and conferences are organised. A periodical is published recording the scientific activities undertaken in the desert zone.

* * *

Education in Africa

A conference of African ministers, directors of education, administrators, teachers and mission leaders with British educationists and colonial officers was recently held at Cambridge. The Conference confined itself to discussing how best to give

Africans the kind of education they most need and desire. The Conference implicitly recognised that Africans ought to be responsible for their own education. There was, however, the difficulty of arriving at "a real measure of local control and responsibility" for education, while African local government is still in its early stages.

*

That "Tuition fees in all Vocational schools under the South African Union Education Department will be abolished" was recently announced by Mr. J. H. Vibjoen, the South African Minister of Education.

* * *

Egyptian Education

A radical change has taken place in the philosophy of education in Egypt with the collaboration of the Government and other private organisations.

In the year 1951-52, 382,362 men and 58,149 women attended literacy classes. 15 branches of Public Culture Institutions gave instruction in Art, Mechanics, Vocational Guidance, Languages, Journalism, Librarianship, Domestic Science and Commerce to 15,707 students.

Young People's Clubs were started at Cairo and in the provinces to promote cultural activities. The School Social Work Department of Egypt gives training to school children in social activities.

* * *

History Text Books Need Global Slant

Two international Seminars sponsored by Unesco were held in 1950 and 1951 at Brussels and Sevres respectively. The seminars recommended the global improvement of the substance and teaching methods of History text books. It was suggested that to make history really international, more emphasis should be placed on the history of civilization than on political and military history.

The historians assembled at the seminar emphasised that in order to write History text books, competing political and social ideologies of the world should be treated in their broad perspective. Proceeding from an awareness of its immediate surroundings, the young mind should have a wider recognition of international developments; and, the global view need not exclude the local picture or the national pattern.

* * *

International Conference in Defence of Children

Attended by 558 delegates from 64 countries, the International Conference in Defence of Children was held at Vienna from 12th to 16th April, 1952. Reports were read out on child conditions in various countries.

According to the U.N.O., in 1950 about 30 million children were in immediate need of help.

The Conference considered problems relating to the health and education of children. Among the different committees appointed to investigate the causes of the present misery and ignorance in the world, the Committee on Education took up various problems on the education of children. It pointed out that education in some countries of the world was as bad as it could be. There was little or no provision for nursery education. The question of disabilities of the so-called coloured people and shortage of teachers in the U.K. and the U.S.A. also engaged the attention of delegates.

On the basis of these reports resolutions were passed regarding the educational development of children and the influence of literature, press, radio, cinema and art on the moral and cultural development of children. It recommended, 'inter alia', that education must be free, compulsory and available to all, in the national language, and that child-labour, which prevents children from receiving education, should be abolished.

* * *

The first programme of its kind in the world, the Australian Broadcasting Commission's 'Kindergarten of the Air', caters mainly for children of pre-school age, who listen eagerly for the well-loved voices of two trained Kinder garten teachers.

Kindergarten of the Air

The programme had its origin in Western Australia in 1942. It is a clever mixture of light-hearted fun and valuable educational material. It serves the two-fold purpose of giving children an opportunity to build-up a splendid groundwork on which to base their education and gives suggestions to parents on how to guide their children's activities constructively.

The Kindergarten programme includes stories, songs, and special rhythms. Every programme lasts for 20 minutes, because that has been found to be the ideal length for such a session.

* * *

Indian Students in London

The London Institute of Education celebrated its golden jubilee recently. Students from the Indian sub-continent form the largest contingent from overseas at the Institute. Of the 357 students from 57 countries who are taking graduate and post-graduate teachers' training courses there, 33 hail from India. Indian students are represented in most of the courses undertaken at the Institute.

* * *

Open Air School For Delicate Children

The London County Council has at present 11 Open Air Day Schools with about 1400 pupils. 600 other delicate London children are in special boarding schools. Children are selected for these schools on the advice of the school Medical Officer. They remain in the school for at least six months. Special attention is paid to the health of the children. The school curriculum is of ordinary primary and secondary schools. Both boys and girls learn, in addition, cooking, wood-work, music, art, craftwork and gardening. After a few months' stay, if children have improved sufficiently in health, they go back to the ordinary primary or secondary schools.

* * *

School Tours Abroad

The School Journey Association of London has published its programme of continental tours of 1953. The countries for which tours have been arranged include Austria, Belgium, France, Germany, Holland, Luxembourg and Switzerland.

* * *

The Sindbis-Sindyon Project

Typical of rural Egypt, the Sindbis-Sindyon Project comprises a nucleus of seven villages with a population of 50,000, some 40 kilometres north of Cairo. The Project is based on psychological theory and its ultimate goal is to stamp out illiteracy

with functional teaching and in a short period. In one of the villages called "Baroda", the first experiment conducted within three months, at a rate of four lessons per week, brought satisfactory results.

* * *

New School S bject in Sweden

Since 1941 every primary school in Sweden has taught a subject called 'Orienteering'. A word coined by an American University teacher, it is derived from the Swedish word for orientation. About 40,000 Swedish schoolboys and schoolgirls compete annually for "an 'Orienteering' proficiency pin". A novel outdoor activity, it is the art of finding one's way with the help of a map and compass. The new sport with an educational and instructional basis has spread like wildfire in almost all continental countries and crossed the Atlantic to Canada. The popularity of this new sport lies in that it combines purposeful activity with outdoor enjoyment, and inspires interest in such school subjects as geography, mathematics, drawing, report-writing and nature study.

* * *

Universities in Adult Education

Universities of Great Britain, the United States and Canada, where university extension activities have played a great part in developing adult education services, furnish examples of the remarkable activities of University men to mobilise human resources for these studies towards the betterment of the masses.

The studies have been compiled in a recent Unesco publication—*Universities in Adult Education.* The section on Canada describes the impressive work carried on by the St. Francis Xavier University to educate miners, industrial workers, fishermen and farmers of eastern Nova Scotia. In U.S. Universities, countless educational programmes are in vogue for those desirous of improving their general, educational or vocational training. Compilers of the volume also devote some space to basic administrative problems of adult education services.

* * *

Eight Young United States Scholars are studying 17 languages unknown outside Peru, and compiling grammars and dictionaries of tongues that have never been written.

U. S. Group Studies Tongues of Peru

Dr. William C. Townsend of California who is directing the work says that in an estimated period of 50 years the number of distinct languages will be more than 50.

While learning (the Red) Indian Languages in the interest of Science, the research workers teach the Indians to read and write, to learn Spanish and improve their contact with the outside world.

During summer, the institute gives courses in linguistics. Each year many of the students who show an aptitude for, and an interest in the studies are added to the staff for field work.

Founded in 1934, the institute is an independent body and affiliated to the University of Oklahoma. It is supported almost entirely by contributions. Last year budget expenditure totalled $350,000. The Peruvian Government's aid consists of free entry to materials and equipment and in providing petrol for the Institute's six aeroplanes.

* * *

Unesco Index Bibliographicus

The second volume of 'Index Bibliographicus' has just been published by Unesco and the International Federation for Documentation. An international directory of current periodical abstracts and bibliographies, it includes all the publications that are considered useful for retrospective research. The 72 page book is intended to be a practical working tool for all research organisations and libraries.

* * *

Unesco Regional Conference

The Regional Conference on Free and Compulsory Education in South Asia and the Pacific was held under the auspices of Unesco with the co-operation of India at Bombay, from December 12 to December 23. The Conference considered whether or not compulsory education should be emphasised for all people. The Conference divided into three commissions: one on Administration, Finance, and Legislation, the second on the Training of Teachers and the third on Curriculum.

* * *

Gandhian Seminar

In co-operation with the Indian National Commission for Co-operation with Unesco the Central Ministry of Education held a seminar to study the contribution of Gandhian outlook and techniques to the solution of tensions between and within nations, at New Delhi, in January, 1953. Eminent thinkers from the East and West participated in the Seminar. The Seminar has made important recommendations for the solution of national and international tensions based on the teachings of Mahatma Gandhi.

* * *

Unesco expects to set up a new pilot library in Columbia, a counterpart of the one at Delhi.

* * *

Unesco Activities

Unesco will publish the findings of experts in the use of vernacular languages in education in the forthcoming Unesco series on 'Monographs on Fundamental Education'.

*

Unesco is planning to sponsor an International Seminar on the Teaching of Modern Languages for World Understanding to be held in July and August this year.

Talk to Teachers

(Especially to those in Secondary Training Colleges)

We reproduce in this issue of the Quarterly as part of the regular feature "Talk to Teachers", the Foreword contributed by Mr. K. G. Saiyidain to a forthcoming publication of the Ministry, entitled "Experiments in Teacher Training" by Principal T. K. N. Menon and Dr. G. N. Kaul of the Baroda University. This may well be regarded as a sequel to the "Talk to Teachers" that was published in the Quarterly of June, 1952, making out a case for an experimental approach to education.

EDITOR.

THERE is, perhaps, no field of human endeavour where the creative spark, which is the basis of all experimental work, is more essential than in the field of Education. For education is essentially a "man-making" process in which dead routine and inertia have no place, and where there is constant need for adjusting both aims and techniques to changing individual and social needs. On the one hand, the person who is being educated is constantly changing as he grows from infancy, through childhood to adolescence and, on the other, the social situation for which he is being trained is in a constant state of influx. If education is, therefore, to have a vital impact on the life of the individual and the country, it becomes necessary to ensure that its objectives and methods—even if they are good—are not allowed to become static or petrified but continue to grow and develop in harmony with the new need and ideals and, in fact, contribute to their desirable *reorientation.* In our case, where no one would venture to claim that at present they are even tolerably good, the need for new experiments becomes all the more emphatic.

It is a poignantly keen "realization" of this fact which has prompted the policy, adopted by the Central Ministry of Education recently, to do all it can to encourage educational experiments at all stages with the object of bringing about improvements in the quality and standard of education. It has consequently offered, under the Five-Year Plan of educational development, financial as well as technical assistance to State Governments to establish compact, experimental centres of Basic Education—from junior basic schools to Post-graduate Basic Training Colleges (where possible) together with social education centres and an integrated Library service—with the express purpose of developing, under favourable material and psychological conditions,

proper techniques and materials for Basic education. It has similarly offered assistance for the improvement of selected primary and secondary schools which may serve as models for neighbouring institutions. It has invited Training Colleges to take on modest research projects directly aimed at the development of better methods, curricula and teaching aids. It has, under active consideration, a scheme for organizing a number of "Camps" during summer where selected Head Masters of Secondary Schools may come together for a leisurely, frank and heart-to-heart discussion of their common problems and difficulties and, through such discussions, hammer out new approaches and then go back to their work enthused and refreshed in mind and body.......And there are various other such schemes in view.

This is one side of the picture. It is necessary to encourage such projects because far too little experimentation is going on in the educational field in this vast country of ours. But there is also the other side. What work is being actually done, sometimes in fairly well known institutions, sometimes by gifted teachers working in obscure corners, is not known widely enough and, therefore, the contagious enthusiasm of actual achievement, however modest, is not being properly mobilized. It is in this context that one often finds an ounce of practice more convincing than a ton of theory! Teachers working in different parts of the country—or in the same part, for that matter—in the field of Basic, Primary, Secondary or Social Education have often no knowledge whatever of what their colleagues, working under equally difficult or discouraging conditions, have been able to accomplish. Under the circumstances, the former receive no inspiration or challenge and the latter no recognition, nor is the sense of a fraternity of effort in a common cause built up in them. So, with a view to bringing to the notice of all educational workers, scattered over the country, accounts of useful and promising educational experiments in different fields, the Education Ministry has taken up the complementary project of bringing out a series of brochures dealing with such experiments in early childhood education, in primary and secondary education and in the field of Teacher Training which has its impact on *all* educational stages.

I must, however, confess that our success in this project has so far been rather slow and disappointing. For, such a project requires the active and interested co-operation of all State Education Departments as well as voluntary and private agencies working in the field who may place at its disposal the necessary accounts and reports about such work. It has not so far been forthcoming in adequate measure from either of these sources and, therefore, the full implementation of this vitally important project has been delayed. Curiously enough, like Moliere's M. Jourdain who did not know that he had been "talking prose" all his life, there are some institutions that do not even know that they are doing valuable experimental or pioneering work! Nor do some of the educational authorities concerned with their supervision. So, the response to our invitation for the supply of such material has been both rather tardy and meagre and this has held up the progress of this scheme.

The present brochure, dealing with experiments in Teacher Training at the Secondary level, is part of the projected series of publications on educational

experiments in different stages. It brings together a good deal of useful and interesting material, showing the research projects and experiments undertaken in some of the Training Colleges in India, and I hope these will help to quicken the tempo of such work all over the country. This account does not, by any means, claim to be exhaustive but the responsibility for its incompleteness is largely that of the Colleges themselves which failed to supply the requisite or relevant material. The Ministry has undertaken the publication of the brochure in its present form, after due editing, because it would be unwise to wait till something more 'complete' or 'perfect' could be compiled. The best may well, in this case, be the enemy of the good! I would, however, welcome the receipt of 'indignant' letters from other Training Colleges, enclosing interesting and well written accounts of their experimental work, and asking why they have not found a place in it. And, who knows but that it might lead to the publication of a companion volume! In any case, I hope all teachers—especially those in Training Colleges and Secondary Schools—will find the study of this brochure stimulating and fruitful, and will try to explore the possibility of working out similar or other types of experiments in their own institutions.

II

Some of us who sit in offices and draw up educational schemes and others who write books and articles are often apt to imagine that the "newer" and more progressive ideas about education have become fairly well known to teachers in schools and other educationists—at least in theory—and all that has to be done is to provide the necessary conditions for their translation into practice. I am afraid this is too complacent an appraisal of the existing situation. I have recently had an opportunity of visiting many parts of India, discussing educational problems with field workers and seeing a number of educational institutions, and I must confess that the experience has provided a much needed corrective against that assumption.

Even in this year of grace 1953, there are many schools which may well have stepped out of the middle of the 19th century and many teachers, inspecting officers and educational workers who may well have had a longish wink in the tradition of Rip Van Winkle! If you talk to them about various educational issues, you realise that they have no idea whatever of the contribution to educational methodology and techniques, or even to its basic principles made by distinguished educational thinkers and teachers in India and abroad. They still think of schooling in terms of mere reading and writing and acquiring painfully a certain amount of miscellaneous information which has little or no relation to life or to the interests of children. Their vision is limited to dull text books and duller lessons. Their schools are joyless "learning factories" and schoolrooms bear no impress whatever of any sense of art or beauty or of being the setting for the life of eager, lively and active children. They are hidebound by traditional methods and curricula, and even when they do realize that these are not good enough, they content themselves with the thought that *they* can do nothing about it, that it is the fault of the "Department" alone and only the Department can set it right—as if, in any reasonable sense of the word, an Education Department can have any entity apart

from the teachers who constitute its soul and body......I mention these sobering facts and observations in order to make both the Education Departments and the teachers—individually and collectively—ponder the situation, get rid of their complacency (if any) and set themselves to propagate the right kind of educational ideals and methods in the teaching personnel. If this is not done, *quickly and imaginatively,* all our ambitious schemes of educational development are bound to come to grief.

K. G. S.

(*Continued from page* 26)

colours of brilliant hue. The paintings produced with these cheap materials were among the gayest entries in the show.

Young children should be given the primary colours in separate pots and should be encouraged to mix their colours on a piece of paper rather than in the pots, which always results in the disappointment of muddled colours. The use of pencil or of the more complicated media of pastel, water colour, or oil is less desirable with young children, though the painting which won first prize in the five-six age group of Shankar's show is a pastel by a Japanese child. This picture of children in the rain, while retaining all the beguiling freshness and spontaneity of childhood, shows an amazing control of a difficult medium.

If adolescence is the most trying time for the young artist, it is also the most difficult time for the art teacher. By and large, the child will have to find his own way out of the difficulties of this period; the teacher can only be ready with sympathy and devices to keep him from getting discouraged or bogged down in superficial details. At this age paintings on a large-scale should be encouraged as there is nothing like an enormous piece of paper to discourage excessive labouring over details; also, the larger arm movements involved in painting will encourage a freer technique.

Turkish Paintings

The Turkish paintings in Shankar's show are an excellent example of this. The work of Turkish children in the ten to 13 age-groups, where the work of so many children stumbles over the various hazards discussed above are most impressive. Many of the paintings are four by five feet in dimension, several times larger one suspects than the children who executed them. The outsize sheets of paper seem to have inspired ambitious subject involving the handling of large numbers of people participating in some activity—putting out a fire, or watching a cock-fight, or going about their respective business in a panoramic city scene. The waterfront scene reproduced here is a masterful integration of a great many elements.

Other devices to keep the adolescent painter growing and experimenting are to encourage him to work in various scales and also to try different mediums. The teacher should watch for signs that a child may be getting into a rut with one medium or one subject. A teacher may suggest though he should never impose, different subjects—both of an objective and subjective nature. A child should be discouraged from spending too much time on one painting—though not encouraged to leave pictures unfinished

JEAN MERRILL

AND

RONNI SOLBERT

Book Reviews

A Survey of Rewards and Punishments in Schools.—A Report by the National Foundation for Educational Research in England and Wales, based on researches carried out by M. E. Highfield and A. Pinsent. Published by Newnes Educational Publishing Co., Ltd., London, 1952. Price £2. 2s. 0d.

THIS survey originated with a question asked in the British Parliament in 1947 about the use of corporal punishment in schools. It is a comprehensive survey in two respects. First, it was carried out on a nation-wide basis; and secondly, it comprised a large number of specific investigations bearing not only on the simple problem of corporal punishment but on the much wider body of educational practice summed up in the phrase 'rewards and punishments'.

Some of the important problems studied are: (i) the motives which determine the teacher's decision to punish; (ii) the misdemeanours which teachers deem most worthy of punishment; (iii) the conditions of greatest difficulty for teachers; (iv) the attempts of Education Authorities to regulate the use of corporal punishment and the reactions of teachers with respect to the official regulations; (v) the present state of opinion among teachers with respect to the total abolition of corporal punishment; (vi) the confidence of teachers in alternative methods of control; (vii) the differences between pupils deemed difficult by teachers and those who do not present behaviour difficulties; (viii) the opinions of teachers about the relative effectiveness of certain commonly used incentives and deterrents; (ix) the success or failure of specified incentives and deterrents with different behaviour trends; (x) the professional opinion with respect to the effectiveness of certain reforms commonly advocated for improving scholastic zeal and diminishing the need for punishment; and (xi) the conditions prevailing in certain state schools in which corporal punishment has been voluntarily abandoned.

It is impossible in a brief review to comment on the findings in each one of the various investigations. Suffice it to say that there is a wealth of material in this survey for the teacher and the educational administrator to study. Although the social context of the study is British, the Indian teacher will find information that he can profit by. There are problems of discipline that, being more psychological than sociological, are universal in their nature, and any light thrown on them even in an alien social context can be valuable to teachers in this country. To take one significant example, there are the findings in respect of the relation between home management, behaviour difficulties and power of attention: 1. Slack, irresponsible management, and aloofness as well as repressive management, it has been found, produce behaviour difficulties in the classroom. 2. Repressive home management increases the tendency of children to be distractible, whereas slack, irresponsible and aloof treatment at home increases the tendency of children to be confused. This

connection, as the report says, is educationally important since disturbing a child's attention must interfere with his capacity to learn.

Here are some significant findings which, in the opinion of the reviewer, would be found to be true if a similar survey were made in India:—1. Women teachers resort less frequently to corporal punishment than do men. 2. The highest incidence of the use of corporal punishment is for misdemeanours considered to be contraventions of school regulations. 3. Men teachers are more inclined to consider misdemeanours as acts contrary to regulation, whereas women teachers are more inclined to consider them as acts indicative of low standards of conduct and of disordered personality and needing psychological investigation and treatment rather than summary punishment. It may be of interest to point out in this connection that in a recent study by the reviewer of the attitudes of student-teachers towards children's behaviour problems women student-teachers were found to be more "mental hygiene-minded" than men. Is this corroborative evidence indicative, perhaps, of a native and characteristic feminine quality?

Perhaps, the most interesting section of the survey under review is the one relating to the attitudes of teachers toward the partial or total abolition of corporal punishment. A sample of 724 teachers chosen so as to represent as accurately as possible all grades of status and all types of schools maintained by Local Education authorities, both sexes, various types of neighbourhood, urban and rural, and all ages within the profession recorded their attitudes. A large majority (94·4 per cent.) voted against total abolition, and a still larger majority (96.5 per cent) against the proposal to make the infliction of corporal punishment a legal offence. This is a clear indication of the feeling among teachers that although corporal punishment is not a desirable method of discipline, it is necessary to resort to it under certain conditions and in certain cases. As the authors of the survey point out, if corporal punishment were abolished by arbitrary decree and its use made a legal offence, "the main result would be the substitution of clandestine punishments which might be equally harmful to the pupils". It is true that the principle that "prevention is better than cure" is as much a mental hygiene principle as it is a principle of physical hygiene. But it must be borne in mind that effective prevention takes time to organize, involving a considerable modification of the environment to eradicate predisposing causes, which in turn implies an adequate knowledge of causes.

There are two further conclusions that are supported by the results of this research, and that cannot be overemphasized. One, the relevance to the problems of school organization of an understanding of childhood, particularly of the cognitive and emotional factors in learning. Two, the relevance for teachers and administrators of the results of recent experimental studies in social psychology, temperament and emotional disorder, which connect moral deviation and delinquency with environmental predisposing causes.

Clearly, the research indicates the need for a new orientation in teacher education with an emphasis on the mental hygiene of childhood and youth. As a matter of fact, in the section of the survey dealing with the relative

effectiveness of certain measures commonly recommended for the purpose of stimulating zeal in school work and alleviating behaviour difficulties, "improved training of teachers in psychological observation and early detection of behaviour difficulties" is given a very high place by the teachers who rated these measures. If teachers, during their professional preparation, are helped to develop a scientific outlook on behaviour disorders which leads them to look for environmental causes for such disorders and to exercise patience and understanding instead of resorting to drastic measures of retaliation and repression, a great step will have been taken to reduce the incidence of punishment in schools. Familiarity with the early symptoms of the commoner behaviour disorders will enable teachers to refer cases which they cannot deal with in schools to the appropriate agencies, and experience in approved and tested methods of alleviating minor behaviour difficulties which can be tackled in school will enable them to attend to such difficulties themselves.

E. A. Pires.

Health Observation of School Children—Wheatley and Hallock, published by McGraw-Hill Book Company, Inc. New York-Toronto-London, 491 pages.

THE present book is an admirably written guide for helping teachers to observe and understand the school child in health and sickness. It is the outcome of a regular movement to enlist teachers as observers of the health of school children. Towards the close of the last century it was the practice of the Department of Health in U.S.A. to assign medical inspectors to a group of schools. Under this system it was the custom of medical men to enquire from teachers whether any of their children required medical help. The inspectors did not actually go to the schools but made enquiries on the telephone. The teachers reported only serious cases for treatment. This was soon found to be a very defective system as the potential menaces to the health of school children went unnoticed.

The importance of putting the teacher in the observation post was recognised as early as 1924 and Dr. James Frederick Rogers, then Consultant in Hygiene of the United States Office of Education, emphasised it in his pamphlet entitled "What every teacher should know about the physical condition of her pupils". The teachers soon realised their responsibility in the matter and many schemes were drawn up for the observation of health of school children. Since then the health observation of school children in the U.S.A. has become more and more teacher-centred.

The present book sets forth all the advanced medical knowledge in regard to the health of the children in a language intelligible to the common teacher. It gives a plan of efficient observation, imparts a general knowledge of the nervous systems, the survey of circulatory and respiratory systems, functions of the various organs, growth of the bones and muscles and so on. In short, it deals with the physical and mental growth of children in all its aspects.

Health observation of school children in our country is totally neglected. In such schools as have made some arrangement for it, it is still physician-centred. A good deal has to be done in this respect and this book will serve

as a guide not only to teachers but also to parents. Every school should be provided with a copy of the book, and the subject should form part of the course of our Teachers' Training Colleges.

P. C. Baghchi.

Child Rorschach Responses.—Louise Bates Ames, Janet Learned, Ruth W. Metraux and Richard N. Walker: Harper & Bros. New York 1952—$ 7·50.

HERMAN Rorschach's Ink-Blot Test, though in use for over 20 years now, continues to enjoy the privileges of being the most important single test to evaluate personality structure. Literature on this test is pouring in and the test itself has assumed such importance as to necessitate formation of an international society for Rorschach Research, the Vice-President of which Madame Loosli-Usteri vouches for the soundness of the principles adopted in the present book to the "Swiss Method". The present volume is not an introductory manual on Rorschach Procedure. It is assumed that the reader is familiar with at least one or other of the more common scoring systems adopted in Rorschach Test.

According to the authors, the aim of this investigation has been to determine whether or not the Rorschach Test can be used effectively with children under ten years of age. Can it be administered practically? Does it reveal characteristic normative patterns of behaviour which change from age to age? And does it accurately reveal also the unique individuality of individual subjects? The authors' answer to these questions is: "Yes".

Practically all the work done on the use of Rorschach with children appears to have been based upon adult norms. Thus, there is a certain diffidence about using Rorschach as a means of exploring the personality of children. The present study aims to fill this lacuna to provide collected norms for children and thus make Rorschach a valid test for children based on child norms.

The authors who are workers in the Gesell Institute of Child Development have compiled data on 650 of a homogeneous group of children (two to ten years) of above-average intelligence. They have analysed 50 records (25 for boys and 25 for girls) at half-yearly age levels from two to five and a half years and at yearly intervals from six to ten years. Over 50 per cent. consisted of children belonging to research groups that have been followed for many years at the former Yale Clinic of Child Development. In order to do fuller justice to Rorschach concepts, validity, reliability and norms have been worked out. It may be noted that till now, though fragmentary references to validity have been made by several authors, no systematic validation study has been carried out.

While conducting the investigation, the authors had to take several hurdles that Rorschach users face in the administration, scoring and interpretation of Rorschach with reference to children. For example, the difficulties such as clarification of responses, verbal directions in administration, whether the child could be allowed to turn the card or not, the degree of encouragement to be used for eliciting responses have been overcome by adopting a modified form of administration and scoring. By this the authors claim to have obtained reasonably full responses from children as young as two or three.

The method of administration adopted by these workers is given (page 25, *et seq*) and may help users of Rorschach. Pearson's Product-Moment correlations between the scoring summaries for two independent workers on the same set of 40 children reveal the highest correlation to be ·99, the lowest to be ·79, the median 'r' being 9.92, thus revealing the efficiency of the scoring system adopted by the workers. The difficulty and ambiguity in scoring, D, F+, and P determinants are minimised, the arbitrariness in scoring, such as the suggestion that any response with a qualifying objective should be ranged among F+ are set aside.

The authors rightly felt that it would be better to compare individual child response with responses of other children of similar age groups and as a result of their work they have noticed variations that would occur if adult norms were used for the purposes. For example, the investigation shows that many forms scored F− in adults ought to be scored F+ in children. Many types of responses which are considered pathological or at least suggestive of disturbance in the adult such as the Clob responses, contaminations, confabulated responses, oligo-phrenic details (Do), pure 'C' responses, perseverations and anatomic responses occcur quite characteristically and normatively at particular ages in children.

There are two parts, the first part dealing with the methods used, statistical procedure, scoring systems and Part II consisting of the actual findings in each age-group, giving the qualitative description of the individuality of each age-group, the frequent type of response, individual determinants and sex differences and also a sample record of a girl and a boy for each age-group. The developmental trends and Rorschach findings are also compared for each age-group.

The authors by their investigations have reached the conclusion that the visual images or percepts reveal less of the child's personality than they do of an adult's and that they reveal more and more as the child matures. They reveal the dynamic psycho-social interrelationships even though the total personality may at the earliest ages elude us in the Rorschach responses. They also reveal some developmental status in older age-groups. But even with a child as young as three, Rorschach throws considerable light on developmental status when combined as one item of a battery of different tests.

Whereas at two years of age, Rorschach does not seem to be a useful tool in measuring the child's intellectual and emotional status, at two and a half years the child already begins to show the individuality of the two and a half year old as we know it. By three years the Rorschach responses have become sufficiently complex and varied in character to offer several criteria for judging whether child's performance is at, above, or below his age level.

Sex differences in the Rorschach performance during the first ten years of life are neither large nor for the most part consistent. However, a few such differences have been determined. Boys, for example, give more responses than girls do throughout the entire period and in every area category. Boys have a slightly larger percentage of responses in the W area relatively speaking, and girls in the Dd area.

Probably the most conspicuous finding of the present study is that the total Rorschach picture at each age

level has a unique and distinctive character which sets it apart from every other age level. This character as revealed by Rorschach performance, the authors claim, agrees with the picture which has already been determined developmentally by the use of other measures.

A work of this nature has very many uses. Though the samples taken for each age-group, *i.e.* 25 boys and 25 girls, cannot be described as representative of the total population of those respective ages, the work acts as a great stimulus for compilation of similar data by different workers for different samplings. It is a useful guide both to clinician and research worker. The authors agree that the results with very young children are scientific rather than diagnostic interest. Rorschach has a valuable contribution to make to the psychology of young children by its knowledge of child reactions. This helps us to a finer understanding of the psychology and personality structure of adolescents and adults.

H. L.

Educating Gifted Children.—By Gertrude Howell Hildreth, Ph.D.: Harper & Brothers, Publishers, New York; 1952.

IN collaboration with Dr. Florence N. Brumbaugh and Dr. Frank T. Wilson of Hunter College in New York City, Dr. Hildreth has compiled a study of experiments on the education of gifted children at Hunter College Elementary School. The School, set up in 1941 as an experiment for the education of the gifted, has become internationally known as the laboratory for the study of gifted children; it has served "as a training centre for teachers of the gifted, and as a source of assistance to other institutions working towards the same goal."

The School set up an educational 'workshop' for the purpose of evaluating the achievements made since the Hunter classes for the gifted were first instituted. The participants have prepared a factual report of their findings for publication with a view to sharing their experiences with others.

The book under review comprises representative results of this planned experimentation. Most of the sections feature workshop committee contributions. Several parents and teachers have also contributed individual reports of special projects. The data cited in the book refers to the School's first ten years, up to December 1951. The thesis in brief is: mentally gifted boys and girls deserve a special kind of schooling that is worthy of their gifts.

India has her crop of gifted children who not infrequently surprise their parents and children. Infant prodigies are not unknown in our country. What is wanting is the scientific observation of such children in the manner of the Hunter School. "The potentialities of gifted children and youth in school today must be regarded as the most valuable human resource, for these individuals are the future discoverers who will contribute most to building a better world".

This book should, therefore, interest teachers and parents. Teachers under training can supplement their class observations with its aid. And, parents of the gifted will know how to bring about closer co-operation between home and school. The earlier the gifted child is identified, the sooner will he benefit by a well-planned educational programme that functions in harmony with the

home and social environment. In order to develop the gifted child's assets through a harmonious synthesis of home and school training, the volume is a "Must" for teachers and parents.

S. N. D.

Understanding Your Son's Adolescence.—J. R. Gallagher, Little Brown & Company, Boston: 1952: 24 sh.

ADOLESCENCE is an in-between period marked by continued physical, social, intellectual and emotional change. Jung has referred to adolescence as "a battle of deliverance", the individual struggling to grow up, to be recognized as a young adult instead of as an older child. No longer a boy and not yet a man, he is at times both confusing and confused. But why are both adolescents and their parents so perplexed and uncertain about each other? Is adolescence as dangerous and full of difficulties as many people seem to think? Is adolescence really "a bad name"? Have psychologists woven an unnecessary pattern of maladjustment round adolescence? What, in fact, are the true disorders which parents should guard against? To these and related questions parents and teachers will be helped to find an answer by a careful study of "Understanding Your Son's Adolescence"

Dr. Gallagher is Physician incharge of Adolescent Services and writes from intimate personal experience with a very large number of adolescent boys over a period of almost 20 years. He treats an adolescent as a person, not as a problem, and pleads for greater interest, understanding, sympathy and friendship in the attitude of parents towards their sons. How many parents really "enjoy these young people? They have so much to offer you. Enjoy their companionship, their fresh point of view, the humour and pathos of their growing-up, their successes and their failures, their achievement of independence. The lift, the pleasure you can have from these are yours if you'll take them".

The very large number of books on child upbringing make most parents feel self-conscious, if not bitter, that perhaps they were made only to frustrate their children, but Dr. Gallagher's book by its direct and frank approach and easy conversational style will inspire self-confidence among parents that, in spite of Aunt Gertrude and her tribe, they *can* fulfil the most difficult task of parenthood. Dr. Gallagher does not offer ready-made solutions as if he alone has had an unchallengable inspiration; but "attempts to describe and develop a point of view, a way of thinking, which together with some information, will help those who deal with boys to understand them better". "You give your children love, affection, security, a chance to develop their own personality and become independent, and help them to learn how to live with, and to respect, others". Altogether Dr. Gallagher has written an enjoyable book and he must have enjoyed writing it. There are few do.s and don't.s and there is no index, for the author fears that parents may seek rules of thumb when a problem arises.

The book makes no claim to completeness or comprehensiveness and yet is a useful addition to the evergrowing literature on the subject because of the sane, sensible advice it offers to parents about their sons, and to teachers about their pupils. One is, however, a little surprised that just 200-pages of reading-matter should cost 24 shllings.

Hans Raj Bhatia.

The English Universities and Adult Education.—S. G. Raybould, London, The Workers' Education Association, 1951. pp. xviii, 169. Price 6 sh.

THIS book as its title signifies is about what universities in England have been doing in the field of adult education, and what they should do. The author traces the background of the present role of English universities in this field since 1909, when a joint committee of dons appointed by the Vice-Chancellor of the University of Oxford and working men nominated by the Workers' Education Association published its report under the title of "Oxford and Working-Class Education". This initiated Tutorial Classes for adults to offer them part-time courses not only at Oxford University but in other universities as well. The work received a further impetus in 1919, as a result of the recommendations of the Adult Education Committee appointed by the Ministry of Reconstruction after the First World War. One of the chief recommendations of the Committee was that at each university there should be established an extra-mural department with an academic head. Now such departments exist in all but one of the English universities and university colleges.

These extra-mural courses are primarily intended to provide facilities for higher education to working people who have not been able to continue their studies beyond the elementary stage of education. As such, they have been objected to by a section of intelligentsia as some thing unbecoming, if not derogatory to the reputation of a university. This work they argue has not been properly integrated into the life of the university; nor do they deem it desirable "to encourage the internal teachers to take a greater share in the external work since that would distract them from their proper and more important functions."

The author does not accept this view. To him it is proper that universities should share the responsibilities of adult education. He argues "………in certain fields of study the maturity and experience of adult students enable them if their courses are sufficiently prolonged, systematic and intensive to do work fully justifying, and indeed requiring university direction, even though their previous education has been of lower standard than that normally required for admission to full-time courses of university study." But he is keen to maintain the "standard" and 'quality' of university education. From his standpoint many classes now sponsored by extra-mural departments are of too elementary a kind to justify university provision.

Therefore, the author suggests certain ways of rectifying the defects of the adult education programme of the extra-mural departments, so that it may be in keeping with the university standard. For this purpose he discusses in detail the modifications needed in terms of staffing financial and organizational arrangements for adult education in universities.

Not all that is discussed is of much relevance to the situation obtaining in our country at present. For, here the problem of adult education is different. In a country, where 85 per cent. of population is illiterate, universities cannot assume the same role in the field of adult education, as they can in countries where the percentage of literacy and the level of education are high. But probably our universities can contribute to this sphere of national

reconstruction indirectly by training workers for adult education and evolving effective techniques through research in adult psychology and other essential fields of study.

Salamat Ullah.

Planning for Teaching.—Richey: New York-Toronto-London: McGraw-Hill Book Co., Inc. 1952. Price $ 4.75.

THE chief author of the book is Professor Robert Richey, but contributions of a few chapters have been made by two of his colleagues—Professors Maxine M. Dunfee and Arthur Hoppe, both of the Indiana University.

The book has been written for prospective teachers. Its emphasis is upon the student's evaluation of himself and his place in the teaching profession. It helps to orient him to the field of education, shows him how to weigh critically the wisdom of entering the teaching profession and enables him to plan his career with care and intelligence.

The book is divided into five parts. Part I attempts to increase the prospective teacher's understanding of, and skill in, planning as it relates to a career in teaching. Part II centres attention upon the economic prospects of the teacher and upon opportunities for him in various fields of education. Part III is intended to give the prospective teacher an understanding of the teacher's work and the nature of school organization and finance. Part IV is concerned primarily with orienting the prospective teacher to the function of the school as it relates to the teacher's work. Attention is specially given to the inter-relation of the school and the community and the resultant effect upon the role of the teacher. Part V entitled "Your Plans and Your Future" is intended to assist the student in integrating his thoughts and planning for the future. Each chapter is followed by suggested activities for practice and a bibliography. An annotated list of educational films available in the U.S.A. appears at the end.

Some of the current factors covered in the book are data and trends regarding salaries of teachers, supply and demand for teachers, new kinds of apponitments for teachers that are developing and legislation affecting the economic status of the teacher; but these and all other references pertaining to the pattern of education, the school system, the financial structure and other educational problems are of, and for America.

The presentation of the material, however, is easy and interesting; and the book can be read with profit by any prospective or working teacher, teacher-trainee or student of the Education Department of a University.

P. D. Shukla.

Going to the U.S.A.—A Guide for Students and other Visitors: G. S. Krishnayya and J. M. Kumarappa, Bombay, Tata Institute of Social Science, Rs. 6-12-0.

THE implicit assumption that the prospective reader of this book—albeit intent on crossing the seven seas in search of wisdom—is both an ignoramus and a yokel gets to be irksome. Our students may not be globe-trotting Baedekers but it is impossible to concede that they, in the mass, are unaware of the existence of the U.S., the predominant characteristics of its history, the social customs which they are likely to come across in the West, or, for that matter, the rudiments of

'manners'. This is not to deny the fact that there may be a few who can benefit from the platitudinous homilies repeated here.

The chief merit of the publication undoubtedly is that it brings between one cover information that is to be found in a plethora of pamphlets brought out by educational institutions in the U.S.A., and that is to be found in such commendable books as Ching-kun Yang's 'Meet the U.S.A.' The appendices, too, provide a great deal of useful material. But while reading through chapters such as "What to Take to America", 'Counting the Cost,' 'Bon Voyage', one almost wishes that the authors had eschewed the tone of facetious bonhomie. Perhaps, the intention was to familiarize the reader with that note of informality which we are told is a national characteristic of the American people. Nevertheless, the subject—scholastic pursuits—is a serious and dignified one (and this is important in a book meant not for private but for public circulation) and should have been dealt with in a style befitting it. Humour undoubtedly has its virtues but such an attempt as, "New latitudes and new longitudes should bring in new attitude" commits a crime both against grammer and a sense of proportion.

If the authors are ever again tempted to write on this subject they would be well advised to alter their premises and their style.

P. Gangulee.

Phantasy in Childhood.—Audrey Davidson and Judith Fay: Routledge & Kegan Paul, London: 1952.

CO-WORKERS Davidson and Fay, renowned psychiatrists of England, have studied children under varied conditions for 15 years and produced this impressive study. Little encounters of childhood re-lived in later life situations determine the personality of an individual. Much of the child's intelligence and imagination is ascribed to the environment in which it is brought up. The unconscious impulses that govern and motivate child behaviour are discussed through specific instances of phantasy-ridden children. Aggressive and temperamental behaviour can be developed as a result of some harsh treatment at home or school; "everyday situations tend to become unending dramas in which the child acts out his aggressive feelings over and over again, without gaining relief". Research in psycho-analysis, dating from Freud and continued by Mrs. Melanie Klein, has shown how infantile genital feelings haunt the child and how slow mental development may be due to early inhibitions. The application of these and other principles of psycho-analysis is ably demonstrated through detailed case histories in this volume.

The conclusion that the authors draw is worth quoting: "Good development lies not only in the ability to express phantasies in a socialized way, but, above all, in the development of the phantasies themselves. The living through of phantasies implies not a mere discarding of them, but the modification and integration of them as the centre of life." As a key to the understanding of the child, this book should interest both parents and teachers.

G. S. Dhar.

Ancient Indian Culture and Civilization.—K. C. Chakravarti, M.A., Vora & Co., Publishers, Ltd., Bombay.

IT is natural for every Indian to wish to know something of his land, his people, his culture-pattern and his heritage, but not all of us have the patience to delve into dusty volumes of history and geography, archaeology and architecture, literature and drama. Mr. K. C. Chakravarti's book is an answer to the lazy man's prayer. In its 300 odd pages, it combines an extremely interesting story of Indian culture from its very early beginnings in the Indus Valley. In ancient Indian culture one uncovers two distinct trends, one coming from the north and the other coming from the south. The north contributed the Vedic religion, and Sanskrit; the south contributed urban life with its far-reaching trade connections, the magnificent temples with masterpieces of sculpture in stone and bronze, vast irrigation channels, deeply emotional religious orders and an efficient administrative machinery. In its narrative, it passes through the development of dance forms and music, medicine and chemistry, astronomy and architecture, literature and philosophy.

The lay-out of the book, cover page apart, leaves something to be desired. Pictures, where produced, are very poor. It is a pity that so substantial a book should lack the attractive features that one looks for in a publication of its kind.

R. Krishnaswamy.

Education, Culture and the Social Order.—K. G. Saiyidain. Asia Publishing House, Bombay 1. 1952.

THIS is a collection of very readable and thought-provoking essays and addresses delivered by a well known Indian educationist. The author lays stress on basic human values and pleads for a type of education and training for the individual that will develop those qualities of head and heart that are essential for mastering passions, developing a brotherly feeling towards all men, suppressing morbid national tendencies, and fostering a healthy respect for the ideals of truth, justice, compassion and tolerance.

The most pressing need of the present day world, says Mr. Saiyidain, is an emphasis on correct values and the creation of the right social order based on the right type of education. Modern society will stand condemned if it does not provide uniform security and material comfort to *all* members of society. The teacher who can inculcate into his students the need for cooperation is a figure of national importance.

India, during recent years, has suffered from communal passions, that cast a slur on human decency. The poison has to be rooted out if the country hopes to reach anywhere near her ideals. This problem has been discussed with rare insight in a chapter on 'Education for Understanding', drawn from an address at the Srinagar Session of All-India Educational Conference (1940), and in an open letter addressed to Shri Jawaharlal Nehru. Mr. Saiyidain suggests the exploitation of the radio for educational broadcasts, based on an appreciation of the cultural heritage of all communities. The cinema, the theatre and other media of art can be harnessed to bring about a progressive, dynamic and humane view of life.

A. N. Dhawan.

Shorter Notices

'A Selected Bibiliography of Literature Relating to Nursery Rhyme Reform'—compiled by Geoffrey Handley-Taylor—"A True Aim Publication".

THIS neatly produced booklet relating to Nursery Rhyme Reform is an introduction to publications that are likely to make history in the Nursery and in Nursery Schools in various parts of the world. Line drawings of comparative methods of illustrating "Cock Robin" exemplify the new attitude on Nursery Rhymes, and a final statistical analysis (amusing to those who have not given themselves to analysis on this matter, and infuriating to those pledged to the old rhymes) appears on the inside back cover. Whether this will effect reform in Nursery Rhymes is questionable, but the fact that experiments are being conducted in this 'genre' of child literature is news for both educationists and publishers.

Muriel Wasi.

British Universities Summer Schools, 1953. The British Council

THIS small programme of 14 pages gives information about a special programme of summer schools providing short courses of about six weeks, for post-graduate students including teachers in universities and schools. The courses are open to students from the universities of America, Europe and the British Commonwealth. They are offered at Oxford, Stratford-on-Avon, and at London and Edinburgh. The courses are on 'Shakespeare and Elizabethan Drama', 'Britain's Economy in the Atlantic Community', 'Literature and Politics in the Twentieth Century', and 'The Development of Modern Western Civilization'.

A. N. Dhawan.

Educational Broadcast Pamphlet in Tamil for the term—October—December, 1952.

ALL India Radio presents an unusual combination of educational, instructive and leisure-time activities. Some of the outstanding features are the explanation of old proverbs with suitable stories, physical exercises to music which children can do as individuals and as groups in their homes, interesting travelogues and even useful lessons in Hindi. A few well produced pictures have added glamour to the pamphlet. Judging from the written word it presents an attractive programme for enquiring school children.

R. Krishnaswamy.

'Short Courses for Teachers of English 1953'. The British Council

THIS 12-page booklet gives brief particulars of a number of short courses that the British Council have arranged in co-operation with British Universities for teachers of English, of Art, of general subjects, and for post-graduate students of English. The number of vacancies for each course ranges from 15 to 60 and the expenses range from £ 27 to £ 31 per person. The courses are on 'Contemporary English Literature', 'Art in General Education', 'Shakespeare', 'English Language and Literature' and special courses for teachers of English. The courses will last for two to three weeks.

A. N. Dhawan.

Why this deterioration in the standard of our Education today?—L. P. Bhargava. Bhargava Press Buildings, Sri Ram Road, Lucknow.

RI Bhargava has analysed the failure of our Primary education in terms of the child, the teacher, the environment and the text book, all of which affect the class-room situation. The analysis, and the resultant failure of our educational programme, most of us are aware of. This pamphlet, however, goes beyond analysis, and presents a concrete, constructive blueprint for the improvement of text books. The thoroughness with which the task is executed shows that the author is not a novice in the technique of administration. He gives a complete outline of the panel of experts—the author, the publisher, the cost of production, the printing technique and the administrative machinery responsible for the whole undertaking. However, the other three areas which need equal attention, namely, the child itself, the betterment of its environment, the betterment of its teacher in the way of improved facilities, better teacher-training methods, and so on, are not dealt with. But the omission does not greatly diminish the value of the book.

R. Krishnaswamy.

Creative Education in the Humanities.—Arnold Didier Graeffe, New York, Harper & Bros. 1951. $3.00.

THE object of creative education is to provide to all the rich and pleasant experiences of the fine arts. In this book the author describes possible procedures for integration in the sphere of classical studies and literature. He answers the critics of integration and aims at removing weaknesses within the structure of the fine arts. He explores thoroughly the possibilities of the revival of interest in the humanities, and describes the philosophy, approach and specific methods of successful instruction. The sample curricula offered demonstrate ways and means of integrating the teaching of History, Literature, Music and the Plastic Arts. The author makes it clear that creative education helps students to overcome two obstacles in the way of acquiring knowledge—conceptional analysis and aesthetic experience.

N. Krishnaswamy.

"Universities in Adult Education".—(UNESCO, Publishers, Paris; 1952).

AT the instance of Unesco representatives of the University Extension Movement of Canada, Great Britain and United States were asked to review Adult Education in the three countries. Accordingly Dr. E. A. Corbett (Canada) Mr. S. G. Raybould (Great Britain) and two specialists, (Badwin M. Woods and Helen V. Hammerbergs, United States), sum up "the history of the University in adult education in the three countries. The writers discuss the philosophy underlying the Adult Education Movement and different techniques and methods of instruction used for the Adult literacy crusade in their countries."

The varied experiences incorporated in this volume will provide useful material for study for teachers and workers in social education.

G. S. Dhar.

A Glimpse of New China—By M. Mujeeb, Maktaba Jamia Ltd., Delhi, 1953. Price Rs. 2.

THIS is no more than it sets out to be—a first impression of New China, but the observations are shrewd and it is written with such charm and urbanity

that it achieves in the realm of critical travelogue, approximately what its author intended. Professor Mujeeb has qualities—wit, subtlety and instinctive criticism that can hardly be cultivated in the New China or similar regimes, and that are a triumphant tribute to the old liberalism to which he repeatedly lays claim. He does, however, pay his tribute ungrudgingly to the material achievement of Communist China with a conviction that his readers will share.

Muriel Wasi.

(*Continued from page 22*)

centres d' apprentissage and the *cours complementaires* (continuation of primary education up to 15 or 16 years). Pupils who pass the selection test at 11 or 12 or 13 years for various other kinds of secondary education, enter these institutions to pursue a three or four year course, nearly one-half of which is general liberal education. The apprenticeship centre gives sufficient training for three years to the ordinary boy (or girl) who leaves school at 14 and the pupil emerges as a qualified workman. Facilities are available for training in a great number of trades suitable for boys and girls. In fact, training and national certificates have been established for almost every craft in France. The effect of thus dignifying the crafts is in evidence among the common people as this has enabled them to stabilise their status in society. The chief purpose of the scheme is to produce balanced men and women, and not mere workmen or skilled technicians.

Vocational Guidance

There is also a nation-wide system of vocational guidance which is available to almost every child who leaves school at 14. Vocational guidance counsellors are specially trained in the National Centres of Vocational Guidance and they work in co-operation with reformers in various schools. They try to tap the yet unrecognised ability of the child and to help young men and women to live contented and happy lives by carrying on the day's work satisfactorily. For this, it is necessary to explore the possibilities of finding 'the job for the child and not the child for the job'. And today, all educational activities in France are directed towards this end.

S. C. Roy

Index To Articles

LIST OF PERIODICALS INDEXED

Adult Educ Rev—Adult Education Review. G. Harisarvothama Rau, ed. The South Indian Adult Education Association, Madras 1. (m).

Car & Cour—Careers and Courses. A. C. Goyle and Prithvinath Bhat eds. The Careers and Courses, 94, Baird Road, P.B. 319 New Delhi 1. (m).

Ceylon Teach—Ceylon Teacher. A. E. Tamber, ed. Rs. 6. 7 Albert Place, Dehiwala, Ceylon. (m).

Christian Educ—Christian Education. G. Sundaram, ed. Rs. 2. 497, Napiertown Road, Jabalpur. (q).

Educ—Education. Kali Prasad, ed. Rs. 10, T.C.E. Journals and Publications Ltd., P.O. Box 63, Lucknow (m).

Educ Bul—Educational Bulletin. Rs. 5. Regal Cinema Building, Bombay 1. (m).

Educ Ind—Educational India. M. Venkatarangaiya, ed. Rs. 4-8-0, Masulipatam, S. India. (m).

Educ Quar—Education Quarterly. Rs. 7, Ministry of Education, Government of India, New Delhi 1. (q).

Educ Rev—Educational Review. A. N. Parasuram, ed. Rs. 5, 14/A, Sunkuwar Street, Triplicane, Madras. (m).

Educator—Educator. M. Verma, ed. Rs. 4-8-0. University Training College, Nagpur. (q).

Ind Jnl Adult Educ—Indian Journal of Adult Education. Ranjit M. Chetsingh, ed. Rs. 5. 30, Faiz Bazar, Delhi. (q).

Jnl Educ Psych—Journal of Education and Psychology. T. K. N. Menon, ed. Rs. 4. Secondary Teachers College, Baroda. (q).

Jnl Univ Gauhati—Journal of the University of Gauhati. University of Gauhati, Gauhati. (A).

Prog Educ—Progress of Education. N. V. Kinkar, ed. Rs. 6-9-0. Lokasangraha Press, 624, Sadashiv Peth, Poona 2. (m).

Sch World—School World. K. G. Warty, ed. Rs. 3. 117, Thalakwadi, Belgaum. (m).

South Ind Teach—South Indian Teacher. S. Natarajan, ed. Rs. 4. 520, High Road, Triplicane, Madras 5. (m).

Teach Jnl—Teacher's Journal. Birendra Nath Chakravarti, ed. Rs. 7. A.B.T.A. Office, 15, College Square, Calcutta. (m).

Teaching—Teaching. Rs. 3-8-0 Oxford University Press. P.B. No. 31. Bombay 8. (q).

KEY TO ABBREVIATIONS

+	Continued on later pages of the same issue.
a	Annual
Ag	August
D	December
ed	Editor
Jl	July
m	monthly
N	November
O	October
q	Quarterly
S	September.

The following is a sample explanation of abbreviations used:—

Dass, H. K.

Education a means or an end. Educ 31 no 7: 13-15 Jl '52.

The article of H. K. Dass will be found in Education volume 31 no 7 on pages 13-15 of the July 1952 issue.

AUTHOR AND SUBJECT INDEX

ACADEMIC year

The school academic year. K. G. Warty. Prog Educ 27 no 4: 105-107 N '52.

Adalati, A. N. K.

Education and social welfare. Educ Ind 19 no 4: 103-5 O '52.

ADULT education

Adult education effort should be a national movement. Adult Educ Rev 4 no 1: 8-12 N '52.

Re-educate the elders. S. V. Ramamurthi. South Ind Teach 25 no 9: 298-99 O '52.

ADULT education—Reading materials.

Literacy primers. J. C. Notebaart. Ind Jnl Adult Educ 13 no 4: 126-29 D '52.

Literature production at Jamia Millia. Islamia. Shafiq-ur-Rehman Kidwai. Ind Jnl Adult Educ 13 no 4: 112-18 D '52.

The production of continuation literature. L. C. Richard. Ind Jnl Adult Educ 13 no 4: 101-111 D '52.

Report on the preparation of a sample text book for the Haitian pilot project. E. W. Griffin. Ind Jnl Adult Educ 13 no 4: 119-25 D '52.

Apte, D. G.

Cheaper education. Educator 6 no 4: 204-209 O '52.

ARITHMETIC—Teaching

Use of formulae in arithmetic. G. V. Gurjar. Educator 6 no 4: 229-35 O '52.

Ashfaque Husain.

Sir Maurice Gwyer—as I knew him. Educ Quar 4 no 16: 257-59 D '52.

Ash, William.

Radio and mass education Educ Quar 4 no 16; 231-34 D '52.

AUDIO-VISUAL aids

The care of audio-visual equipment. G. P. Heins. Christian Educ 29 no 4: 21-22 D '52.

Barua, Leela.

An experiment in education; a look at Bennington; a progressive institution for girls in the USA. Jnl Univ Gauhati 2 no 1: 167-80 '52.

BASIC education

Basic education and spinning. Y. N. Subbiah. Adult Educ Rev 4 no 1: 5-7 N '52.

Basu, B. K.

Children and the present-day educational set-up. Teach Jnl 31 no 9 & 10: 361-64 S & O '52.

BLIND—Education

Now I see. G. N. Bose & R. Krishnaswamy. Educ Quar 4 no 16: 260-65 D '52.

Boaz, G. D.

Vocational guidance. Teaching 25 no 2: 53-56 D '52.

Bodet, J. T.

Education for a world community. South Ind Teach 25 no 9: 303-307+ O '52.

BOOK REVIEWS

B.B.C. Broadcasts to schools—Autumn Term, 1952. Educ Quar 4 no 16: 289 D '52.

Bir Bahadur. The idea of education for the common people in India. Educator 6 no 4: 238 O '52.

Brochure on access of women to education—pub no 141: A.N.D. Educ Quar 4 no 16: 290 D '52.

Clarke, J.M. Public school camping. S. Nagappa. Educ Quar 4 no 16: 285-86 D '52

Current sociology. Educ Quar 4 no 16: 289-90 D '52.

Houston, P. H. Our educational discontents. A. N. Dhawan. Educ Quar 4 no 16: 286-87 D '52.

India. Bureau of Education.

Education in centrally administered institutions in India, 1949-50. Educ Quar 4 no 16: 290 D '52.

Education in India 1947-48. Teaching 25 no 2: 71 D '52.

Education in the States of Indian Union, 1948-49 (A Statistical survey). Teaching 25 no 2: 71 D '52.

Education in Universities in India, 1948-49 (A Statistical survey). Teaching 25 no 72: D '52.

Scales of pay of primary and secondary schools in States in India, 1950-51. Educ Quar 4 no 16: 290 D '52.

Intelligence testing. R. Krishnaswamy. Educ Quar 4 no 16: 288 D '52.

International political science abstracts—vol II no 1, 1952. Educ Quar 4 no 16: 290 D '52.

Masani, Shakuntala. The story of Bapu. A. S. Patel. Jnl Educ Psych 10 no 3: 164 O '52. B.V.S. Prog Educ 27 no 3: 92 O '52. Educator 6 no 4: 237 O '52.

Neurath, M. and Lanwerys, J. A. Machines work for man. G.S.D. Prog Educ 27 no 4: 123-24 N '52

Pei, Mario. The story of language. M. Wasi. Educ Quar 4 no 16: 287-88 D '52.

Preece and Wood. Modern geography—Book II, The British Isles D. J. C. V. H. Ceylon Teach 16 no 76: 189 D '52.

Progress of education in India 1937-47 Teaching 25 no 2: 71 D '52

Radwan, A. F. A. Old and new forces in Egyptian education. A. A. A. Fyzee. Educ Quar 4 no 16: 283 D '52.

Ranganathan, S. R. Social education literature. Ind Jnl Adult Educ 13 no 4: 135- D '52.

Ranganathan, S. R. Social or physical bibliography for librarians. Educ Quar 4 no 16: 289 D '52.

Sahai, Vishwanath, ed. Gandhiji as an educationist. S. Dutt. Educ 31 no 7: 29 Jl '52.

Sanford, C. W. and others, eds. The schools and National security. A. N. Dhawan. Educ Quar 4 no 16: 288-89 D '52.

Tead, Ordway, Trustees, Teachers, Students—their role in higher education. M. Wasi. Educ Quar 4 no 16: 283-84 D '52.

Universities in adult education. Ind Jnl Adult Educ 13 no 4: 133 D '52.

Whitelaw, J. B. The school and the community. S. Nagappa. Educ Quar 4 no 16: 287 D '52.

Bose, G. N. & Krishnaswamy, R.

Now I see. Educ Quar 4 no 16: 260-65 D '52.

Chakraverty, N.

What should be the subjects of study in our secondary schools? Teach Jnl 31 no 9 10: 357-61 S & O '52.

CHILDREN, Abnormal—Education.

Supernormal and subnormal children. V. V. Kamat. Teaching 25 no 2: 63-69 D '52.

CHRISTIAN schools—India.

The place of the Christian school in New India. C. D. Rockey. Christian Educ 29 no 4: 10-12 D '52.

Clayton, F. L.

The training of school teachers. Ceylon Teach 16 no 76: 169-75 D '52.

COLLEGES and Universities—Ceylon.

The expansion of university education. Ivor Jennings. Ceylon Teach 16 no 76: 156-63 D '52.

The Gurukul University, Kangri. Indra Vidyavachaspati. Educ Ind 10 no 4: 110-11 O '52.

Universities in India, 1948-49 C. N. Patwardhan. Educ Ind 19 no 4: 105-9 O '52.

CONFERENCE—Secondary teachers.

Ahmednagar District secondary teachers conference: 4th session. M. M. Kotasthane. Prog Educ 27 no 4: 114-17 N '52.

CURRICULUM—High schools.

Stages in the high school course and subjects to be taught therein. R. P. Kulkarni. Prog Educ 27 no 3: 71-74 O '52.

What should be the subjects of study in our secondary schools? N. Chakraverty. Teach Jnl 31 no 9 and 10: 357-61 S & O '52.

CURRICULAM—Theories and principles.

First principles in the framing of syllbi. D. M. Damle. Prog Educ 27 no 3: 75-77 O '52.

Dass, H. K.

Education a means or an end. Educ 31 no 7: 13-15 Jl '52.

De, Taranath.

A picture of well-organised high schools. Teach Jnl 31 no 9 & 10: 340-47 S & O '52.

DISCIPLINE.

The problem of discipline. J. N. Sapra. Educator 6 no 4: 222-25 O '52.

DOON school

The Doon school. Educ Bul 1 no 2: 9 O '52.

D'Souza, A. A.

Nicolai Frederick Grundtvig 1783-1872; the father of the folk high school. Educator 6 no 4: 204-209 O '52.

EDUCATION

Cheaper education. D. G. Apte. Educator 6 no 4: 204-209 O '52.

Education a means or an end. H. K. Dass, Educ 31 no 7: 13-15 Jl '52.

Education for the citizens of tomorrow. K. S. Ramaswami Sastri. South Ind Teach 25 no 9: 295-97 O '52.

Education for a world community. Jaime Torres Bodet. South Ind Teach 25 no 9: 303-307 O '52.

Education in New India. M. M. Bhattacharjee. Jnl Univ, Gauhati 1 no 1: 1-6 '50.

Education to-day. Educ Quar 4 no 16: 266-76 D '52.

Philosophy and education. Mohd Halin Khan. Jnl Educ Psych 10 no 3: 141-44 O '52.

Should there be a moral trend in our education? V. V. Divekar. Prog Educ 27 no 3: 78-79 O '52.

What is right with our education? D. S. Gordon. Educ Ind 19 no 6: 169-71 D '52.

EDUCATION, Comparative

Comparative education Jnl Educ Psych 10 no 3: 145-55 O '52.

EDUCATION, Youth

See YOUTH education.

EDUCATION—Adivasis

The Problem of Adivasis education. L. R. Raddi. Prog Educ 28 no 5: 135-38 D '52.

EDUCATION—Burma

Education in Burma. C. N. Patwardhan. Prog. Educ 27 no 3: 80-84 O '52.

EDUCATION—Great Britain

The changing schools of England. S. Nagappa. Educ Quar 4 no 16: 250-52 D '52.

EDUCATION—India

Our education—a brief retrospect and a prospect. B. K. M. Murthy. Educ Rev 58 no 10: 187-90 O '52.

Problems of Indian education. Amarnath Jha. Jnl Educ Psych 10 no 3: 158-61 O '52.

EDUCATION—Pakistan (East)

Educational problems in East Pakistan. Muhammad Shahidulla. Teach Jnl 31 no 11: 390-96 N '52.

EDUCATION—U.S.A.

Special educational services in the United States. Educ Rev 58 no 11: 214-22 N '52.

EDUCATION and State

Government and university in Great Britain. K. L. Joshi. Educ Quar 4 no 16: 253-56 D '52.

EDUCATION of children

Children and the present day educational set up. B. K. Basu. Teach Jnl 31 no 9 & 10: 361-64 S & O '52.

EDUCATORS

Nicolai Frederick Grundtvig 1783-1872; the father of the folk high school. A. A. D'Souza. Educator 6 no 4: 204-209 O '52.

EDUCATORS

Ram Mohan Roy. Muriel Wasi. Educ Quar 4 no 16: 241-43 D '52.

Sir Maurice Gwyer: as I knew him. Ashfaque Hisain. Educ Quar 4 no 16: 257-59 D '52.

ENGLISH in India

Future of English—I. Educ Rev 58 no 10: 195-99 O '52.

Future of English—II. Educ Rev 58 no 11: 208-13 N '52.

ENGLISH language—India

Place of English in free India. L. Mukherjee. Educ 31 no 7: 5-8+Jl '52.

ENGLISH language—Teaching

The place of English in the Indian school curriculum Ananth Ratho. Educ Ind 19 no 6: 174-78 D '52.

The teaching of English in our primary schools; the failure of prevailing methods; reform is necessary, but in what direction? V. Thuraisingham. Ceylon Teach 16 no 76: 175-79 D '52.

EXPERIMENTAL education

An experiment in education; a look at Bennington; a progressive institution for girls in the U.S.A. Leela Barua. Jnl Univ Gauhati 2 no 1: 167-80 '51.

Ganguli, G. C.

Multilingualism in free India. Teach Jnl 31 no 9 & 10: 348-51 S & O '52.

Gokhale, Balkrishana.

Why not summer schools in India? Educ Bul 1 no 2: 5-6 O '52.

Gordon, D. S.

What is right with our education? Educ Ind 19 no 6: 169-71 D '52.

Griffin, E. W.

Report on the preparation of a sample text book for the Haitian Pilot project. Ind Jnl Adult Educ 13 no 4: 119-25 D '52.

GRUNDTVIG, Nicolai Frederik (1783-1872)

Nicolai Frederik Grundtvig '1873-1872; the father of the folk high school. A. A. D'Souza. Educator 6 no 4: 204-209 O '52.

Gurjar, G. V.

Use of formulae in arithmetic. Educator 6 no 4: 229-33 O '52.

GURUKUL university—Kangri

The Gurukul university, Kangri. Indra Vidyavachaspati. Educ Ind 19 no 4: 110-11 O '52.

Harper, A. E. Jr.

Measuring the intelligences. Teaching 25 no 2: 40-7 D '52.

Hathi, J. J.

Hindi versus English. Prog Educ 27 no 3: 85-88 O '52.

HEALTH education—Research

Health statistics of school students. (Editorial) Educ 31 no 7: 2-4 Jl '52.

Heins, C. P.

The care of audio-visual equipment. Christian. Educ 29 no 4: 21-22 D '52.

Hukeri, S. S.

Can we do without sanskrit?. Prog Educ 27 no 4: 98-104 N '52.

INTELLIGENCE tests

Do's and donts for intelligence testers in India and Pakistan. E. W. Menzel. Teaching 25 no 2: 48-52 D '52.

Introductory note. E. W. Menzel. Teaching 25 no 2: 37-9 D '52.

Measuring the intelligences. A. E. Harper, Jr. Teaching 25 no 2: 40-7 D '52.

Standardization of tests of intelligence. P. K. Roy. Teaching 25 no 2: 57-62 D '52.

Validity of mental tests. M. Verma, Jnl Educ Psych 10 no 3: 123-27 O '52.

Iyengar, T. G. N.

Sir C. V. Raman—the great Indian Scientist. Educ Rev 58 no 11: 205-298 N '52.

Iyer, V. S.

The pupils and their leisure hours. Educ Ind 19 no 4: 114-16 O '52.

Jambale.

In defence of Sanskrit. Educ Bul 1 no 2: 17+ O '52.

Jennings, Ivor.

The expansion of university education. Ceylon Teach 16 no 76: 156-63 D '52.

Jha, Amarnath.

Problems of Indian education. Jnl Educ Psych 10 no 3: 158-61 O '52.

Joshi, K. L.

Government and university in Great Britain. Educ Quar 4 no 16: 253-56 D '52.

Kali Prasad.

30th Session, U.P. Secondary Education Conference, Azamgurh; Presidential address. Educ 31 no 8 & 9: 3-12 Ag & S '52.

Kamat, V. V.

Supernormal and subnormal children. Teaching 25 no 2: 63-69 D '52.

Kaul, R. K.

Educating teachers for free India. Educ Rev 58 no 10: 192-94 O '52 and Educ Ind 19 no 5: 140-43 N '52.

Kidwai, Shafiqur-Rehman.

Literature production at Jamia Millia Islamia. Ind Jnl Adult Educ 13 no 4: 112-18 D '52.

Kotasthane, M. M.

Ahmednagar District Secondary teachers conference 4th session. Prog Educ 27 no 4: 114-17 N '52.

Krishnaswamy, R., Jt. author.

See Bose, G. N. & Krishnaswamy, R.

Kulkarni, R. P.

Stages in the high school course and subjects to be taught therein. Prog Educ 27 no 3: 71-74 O '52.

LANGUAGE & languages—India

Multi-lingualism in free India. G. C. Ganguli. Teach Jnl 31 no 9-10: 348-51 S & O '52.

Lascot, Una.

Learning through play acting. South Ind Teach 25 no 9: 311-12 O '52.

LESSON plans.

Criteria of an ideal lesson. Prog Educ 27 no 4: 108-13 N '52.

Loomba, R. M.

Motives for the study of psychology as an optional subject among intermediate students. Educ 31 no 7: 16-24 Jl '52.

Matkari, R. V.

Reorganisation of secondary education. Prog Educ 28 no 5: 139-43 D '52.

Menzel, E. W.

Do's and dont's for intelligence testers in India & Pakistan. Teaching 25 no 2: 48-52 D '52.

Introductory note. Teaching 25 no 2: 37-9 D '52.

Mohammad Shahidullah.

Educational problems in East Pakistan. Teach Jnl 31 no 11: 390-96 N '52.

Mohd. Halim Khan.

Philosophy and education. Jnl Educ Psych 10 no 3: 141-44 O '52.

Moses, Dorothy.

The social worker in education. Educ Quar 4 no 16: 244-49 D '52.

Mukherjee, L.

Place of English in free India. Educ 31 no 7: 5-8+ Jl '52.

Murthy, B. K. M.

Our education—a brief retrospect and a prospect. Educ Rev 58 no 10: 187-90 O '52.

Murthy, K. S.

The squad system and the class work. South Ind Teach 25 no 9: 308-309 O '52.

Nagappa, S.

The changing schools of England. Educ Quar 4 no 16: 250-52 D '52.

School meals. Prog Educ 27 no 3: 66-70 O '52 and Prog Educ 28 no 5: 130-34 D '52.

Narayanan, K.

Rapid reading. Educator 6 no 4: 189-94 O '52.

NATIONAL language—India.

Hindi versus English. J. J. Hathi. Prog Educ 27 no 3: 85-88 O '52.

Notebaart, J. C.

Literacy primers. Ind Jnl Adult Educ 13 no 4: 126-29 D '52.

Patwardhan, C. N.

Education in Burma. Prog Educ 27 no 3: 80-84 O '52.

Universities in India, 1948-49. Educ Ind 19 no 4: 105-9 O '52.

Pramanik, P. K.

Social education in West Bengal; suggestions regarding future development. Educ Ind 19 no 5: 147-49 N '52.

PSYCHOLOGY

How to achieve a unified psychology. Raj Narain. Jnl Educ Psych 10 no 3: 128-32 O '52.

PSYCHOLOGY—Study and teaching

Motives for the study of Psychology as an optional subject among intermediate students. R. M. Loomba. Educ 31 no 7: 16-24 Jl '52.

Purushottam, D.

ABC of a new teacher. Educ Ind 19 no 5: 143-45 N '52.

RADIO in adult education

Radio and mass education. William Ash. Educ Quar 4 no 16: 231-34 D '52.

Raj Narain.

Education for youth; the problem of culture. conflict. Educator 6 no 4: 195-203 O '52.

How to achieve a unified psychology. Jnl Educ Psych 10 no 3: 128-32 O '52.

Ram Mohan Roy.

Ram Mohan Roy. Muriel Wasi. Educ Quar 4 no 16: 241-43 D '52.

Ramamurthi, S. V.

Re-educate the elders. South Ind Teach 25 no 9: 298-99 O '52.

Raman, C. V.

Sir C. V. Raman—the great Indian Scientist. T. G. N. Iyengar Educ Rev 58 no 11: 205-208 N '52.

Ranganathan, S. R.

Sphere of social education. Educ Rev 58 no 10: 185-87 O '52.

RAPID reading.

Rapid reading K. Narayanan. Educator 6 no 4: 189-94 O '52.

Ratho, Ananth.

The place of English in the Indian school curriculum. Educ Ind 19 no 6: 174-78 D '52.

RELIGIOUS education—Teacher training.

The training of teachers of religious education in Leonard theological college. J. C. Stentz. Christian Educ 29 no 4: 27-30 D '52.

Richard, L. C.

The production of continuation literature. Ind Jnl Adult Educ 13 no 4: 101-111 D '52.

Rockey, C. D.

The place of the christian school in New India. Christian Educ 29 no 4: 10-12 D '52.

Roy, P. K.

Standardization of tests of intelligence. Teaching 25 no 2: 57-62 D '52.

Salamat Ullah.

How to teach mathematics in Basic schools. Educ Quar 4 no 16: 235-40 D '52.

SANSKRIT language

Can we do without Sanskrit? S. S. Hukeri. Prog Educ 27 no 4: 98-104 N '52.

SANSKRIT language—Teaching.

In defence of sanskrit. Jambale. Educ Bul 1 no 2: 17+ O '52.

Sapra, J. N.

The problem of discipline. Educator 6 no 4: 222-25 O '52.

Sastri, K. S. Ramaswami.

Education for the citizens of tomorrow. South Ind Teach 25 no 9: 295-97 O '52.

SCHOOL children—Recreation.

The pupils and their leisure hours. V. Sankara Iyer. Educ Ind 19 no 4: 114-16 O '52.

SCHOOL meals.

School meals. S. Nagappa. Prog Educ 27 no 3: 130-34 D '52.

SCHOOL Organisation.

A picture of well organised high schools. Taranath De. Teach Jnl 31 no 9 & 10: 340-47 S & O '52.

SCIENTISTS, Indian.

Sir C. V. Raman—The great Indian scientist. T. G. N. Iyengar. Educ Rev 58 no 11: 205-208 N '52.

SECONDARY education

Control of secondary education. K. G. Warty. Sch World 17 no 7 & 8: 60-64 Jl & Ag '52.

Reorganisation of secondary education. R. V. Matkari. Prog Educ 28 no 5: 139-43 D '52.

SECONDARY education Commission.

Some thoughts on secondary education Commission. N. N. Shah. Prog Educ 28 no 5: 144-46 D '52.

SECONDARY education—Conferences, seminars —U.P.

30th Session, U.P. Secondary education conference, Azamgurh; Presidential address by Kali Prasad. Educ 31 no 8-9: 3-12 Ag & S '52.

SECONDARY education—India

Secondary education for all in India. A. A. D'Souza. Car & Cour 4 no 11: 1015-1017 N '52.

Sen, A.

Reliability and validity of staff assessment of students in teachers colleges. Jnl Educ Psych 10 no 3: 133-40 O '52.

Sen, Indra.

Education of the youth. Jnl Educ Psych 10 no 3: 114-22 O '52.

SEX education—High schools.

Sex education in high schools. D. D. Shrivastawa. Car & Cour 4 no 10: 959-60+ O '52.

Shah, N. N.

Some thoughts on Secondary Education Commission. Prog Educ 28 no 5: 144-46 D '52.

Shrivastawa, D. D.

Sex education in high schools Car & Cour 4 no 10: 959-60+ O '52.

SOCIAL education.

Education and social welfare. A. N. K. Adalati. Educ Ind 19 no 4: 103-5 O '52.

Social education in West Bengal; suggestions regarding future development. P. K. Pramanik. Educ Ind 19 no 5: 147-49 N '52.

The social worker in education. Dorothy Moses. Educ Quar 4 no 16: 244-49 D '52.

Sphere of social education. S. R. Ranganatham Educ Rev 58 no 10: 185-87 O '52.

Stentz, J. C.

The training of teachers of religious education in Leonard theological college. Christian Educ 29 no 4: 27-30 D '52.

Subbiah, Y. N.

Basic education and spinning. Adult Educ Rev 4 no 1: 5-7 N '52.

SUMMER schools

Why not summer schools in India? Balkrishna Gokhale. Educ Bul 1 no 2: 5-6 O '52.

TEACHER training.

Educating teachers for Free India. R. K. Kaul. Educ Rev 58 no 10: 192-94 O '52. Educ Ind 19 no 5: 140-43 N '52.

TEACHER training—Evalution.

Reliability and validity of staff assessment of students in teachers college. A. Sen. Jnl Educ Psych 10 no 3: 133-40 O '52.

TEACHER training—Ceylon.

The training of school teachers. F. L. Clayton. Ceylon Teach 16 no 76: 169-75 D '52.

TEACHERS

A.B.C. of a new teacher D. Purushotham. Educ Ind 19 no 5: 143-45 N '52.

TEACHING methods—Playway

Learning through play acting. Una Lascot. South Ind Teach 25 no 9: 311-12 O '52.

TEACHING methods—Squad System

The squad system and the class work. K. S. Muthy. South Ind Teach 25 no 9: 308-309 O '52.

uraisingham, V.

The teaching of English in our primary schools; the failure of prevailing methods; reform is necessary, but in what direction? Ceylon Teach 16 no 76: 175-79 D '52.

NIVERSITY Grants Commission

The University Grants Commission. S. R. Dongerkery. Educ Ind 19 no 6: 172-73 D '52.

'erma, M.

Validity of mental tests. Jnl Educ Psych 10 no 3: 123-27 O '52.

Vidyavachaspati, Indra.

The Gurukul university, Kangri. Educ Ind 19 no 4: 110-11 O '52.

VOCATIONAL Guidance

Vocational guidance. G. D. Boaz. Teaching 25 no 2: 53-56 D '52.

Warty, K. G.

Control of secondary education. Sch World 17 no 7-8: 60-64 Jl & Ag '52.

The school academic Year. Prog Educ 27 no 4: 105-107 N '52.

Wasi Muriel

Ram Mohan Roy. Educ Quar 4 no 16: 241-43 D '52.

YOUTH education

Education of youth; the problem of culture conflict. Raj Narain. Educator 6 no 4: 195-203 O '52.

Education of the youth. Indra Sen. Jnl Educ Psych 10 no 3: 114-22 O '52.

Contributors

Edward A. Pires (42): Educated at the Universities of Bombay and London. Taught for seven years at St. Xavier's School, Bombay; was Assistant Director in the Teacher Training Department, St. Xavier's College, Bombay for three years; Head of the Department of Education, Islamia College, Peshawar; and Principal, University Training College, Nagpur. Joined the Central Institute of Education, Delhi as Reader in Education, became Vice-Principal and is now Officiating Principal. Has published *"Pedagogic Musings"*, *"Silence Sings"* and a number of articles on Education and Psychology. Hobbies: Photography, gardening, music and reading.

Prabas Jiban Chaudhury (36): Educated at the Universities of Patna and Calcutta. Has been a Lecturer at Viswa-Bharati, Santiniketan, for the last eight years. Has published a book in Bengali—*"Tagore's Theory of Literature"*—and has contributed articles to Indian and foreign journals. Is interested in poetry and has written a book of verse in English and poems in Bengali. Hobby: Stamp Collecting.

A. C. Sekhar (38): Educated at the Universities of Madras, Bombay and Pennsylvania, U.S.A. Was a Visiting Lecturer in Dravidian Linguistics and Culture at the University of Pennsylvania. Was engaged in social education work at Nagercoil, South India, for a year. Has published research papers on Dravidian Linguistics and articles on educational problems. His lecture on "Education in Free India", delivered at the Schoolmen's Week gathering at Philadelphia, has been mimeographed by the School of Education, University of Pennsylvania.

Jean Merrill (30): Educated at Alleghney College, Meadville (Pennsylvania) and Wellesley College, Wellesley (Massachusetts). Was a Feature Editor from 1945 to 1949 and an Associate Editor from 1949 to 1950 of the Magazines published by high schools throughout the U.S.A. As a free-lance writer, has published film reviews and children's books from 1950 to 1952. In collaboration with Ronni Solbert has published *"Henry"*, *"The Hand Painted Mouse"*, *"The Woover"*, and *"Boxes"*.

Ronni Solbert (28): Educated at Vassar College, Poughkeepsie, New York, and took the degree of Master of Fine Arts of the Cranbrook Academy of Art, Bloomfield Hills, Michigan (U.S.A.). Taught children painting and sculpture at the Rochester Memorial Art Gallery, Rochester, New York. Illustrator of children's books in collaboration with Jean Merrill.

Both Jean Merrill and Ronni Solbert are now in India on Fulbright fellowships to study Indian folk stories and folk art.

Bhagwan Dayal: Educated at Delhi. Has been a Lecturer in English and Education at the Vidya Bhawan Teachers' College, Udaipur, for the last five years. His articles have been published in Indian educational journals. A book—*"Development of Modern Indian Education"*—is due to be published by Orient Longmans, Bombay.